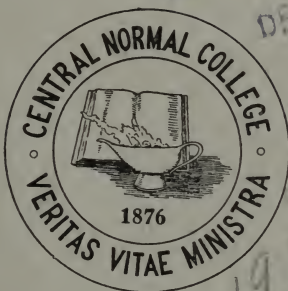


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ANNUAL CATALOG

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Central Normal College



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CENTRAL NORMAL COLLEGE

Danville, Indiana

FACTS WORTH KNOWING.

1. The Central Normal College is a "Standard Normal School" by order of the Indiana State Board of Education.
2. The Central Normal College is a Junior College offering two or three years of strong college work leading to graduation and a diploma.
3. The Central Normal College maintains every term both beginning and advanced classes in nearly all common school subjects and in many high school and college subjects.
4. The Central Normal College guarantees to its students good board, good rooms and good instruction, at a minimum expense.
5. The Central Normal College solicits all students who earnestly seek an education. It counts nothing for a student but effort; nothing against him but low aim.
6. The Central Normal College puts proper, but not undue, emphasis upon athletics.
7. Our students are from good families and good homes, earnest, upright, industrious and self-supporting.
8. Our students room in private families under the refining influence of home life.
9. Our students may enter at any time, pursue the most helpful studies, and count their credits on a regular course. They are not compelled to take over studies in which they are already proficient.
10. Our students maintain pleasant relations with both faculty and citizens, as well as with one another.
11. Our students come with a definite purpose and work toward a definite end.
12. Danville is a beautiful town, large enough to supply all the students needs and small enough to lack most of the distractions of a city.
13. Danville is really interested in the welfare of students. Parents may send their sons and daughters with a feeling of safety.
14. Danville water, from flowing artesian wells, is absolutely pure.
15. Danville is one of the most healthful localities in the United States.
16. Danville's chief interest is the College. It is a school town.
17. Danville has six churches. The Masons, Odd Fellows, Modern Woodmen, Knights of Honor and Knights of Pythias all have strong growing organizations.
18. Danville, twenty miles west of Indianapolis, on the Big Four Railroad and the T.H. I. and E. Electric line, is easily accessible from all points. Come to Danville.

CENTRAL NORMAL COLLEGE QUARTERLY

VOLUME 18

September 1918

NUMBER 2.

ANNUAL CATALOG OF

CENTRAL NORMAL
COLLEGE

AND

Commercial Institute
1918

Standard Normal School
and Junior College

Published by the
CENTRAL NORMAL COLLEGE
DANVILLE INDIANA

Entered as Second-class matter, July 14, 1910, at Post Office
at Danville, Indiana, under the act of July 16, 1894.

Greeting

MY word of greeting to the new student shall be simply the wish that he may be able to put himself into that attitude which will allow the College to mean most for his life. Few events in one's entire career have greater significance than his entrance at college. Here presumably his freedom is wider, his privileges are greater, his opportunities are richer, but the obstacles in his way are mightier, his temptations are stronger and his responsibilities are larger. The college course, or such part of it as one may be permitted to take, is the consummation of all one's past and the gateway of his future. At the threshold of the college course many a student whose previous walk has been steady and straight, trips and stumbles so that throughout the remainder of his course he only fumbles and flounders but gets nowhere. But fortunately a larger, vastly larger, number whose step has been unsteady, whose course has not been clear, whose vision has been obscure, have, in their first college year, had a new vision, perceived a new way, found new courage, seen life steadily and seen it whole. What shall it do for you, my friend, the new student? In the main the question is yours to answer, but it is ours to help. I can only renew my wish and make it a hope. With it I assure you of my sympathy and interest in your welfare and pledge you the help of every member of the faculty of Central Normal College.

JONATHAN RIGDON.

Education and the War.

The tremendous war, in which the United States is now engaged is making necessary a readjustment in almost every line of human endeavor. Until peace is secured, it is the duty of every individual, as well as every corporation to do everything possible to make the nation strong. Conservation of material and energy is imperative.

The energy of the college will be devoted to those courses of study that best prepare young people for the duties the nation requires of them. We pledge ourselves to co-operate with government officials, in doing those things that the best opinion deems wise.

Next in patriotism to fighting in the trenches—yes, side by side in patriotism with fighting in the trenches—is preparing ourselves to bear the burdens of peace after the war. Education is that preparation. Food will help, but eventually education will win the war.

President Wilson, through his public addresses, and through the U. S. Commissioner of Education, is urging the schools to continue their courses and to put forth every effort to increase the attendance. The real strength of the nation rests upon its trained citizenship. The war may continue several years, perhaps during the period of a college education. If one generation misses higher training the result will be disastrous. We must educate or the world must perish.

A PLAIN DUTY.

The duty of young men and young women, and of their parents, is clear. The number of persons preparing to teach, to take up the various duties of commercial life, to assume the direction of engineering projects, to guide properly the energy of agriculturists, to heal the sick and protect the public health, must not decrease, but, if possible, increase. The needs of all the above will be greater during war than peace.

FOR THE YOUNG MEN.

The young men under military age, should proceed with their properly formed plans to secure an education. Those of military age, who from slight physical defect, are refused admission to the army can continue their studies. Many of them may serve the na-

tion better by so doing. Those who are not drawn for the first army, should enter college in September.

WOMEN TO THE FRONT.

Thousands of responsible positions, heretofore filled by men will now be open to women. Schools must be taught, accounts must be kept, business correspondence must continue. The U. S. government is now advertising for women stenographers. It is reported that 100,000 additional office helpers will be needed to transact the business incident to the war. Every young woman, who prepares herself to teach, or to do office work, will be certain to secure an excellent position.

Never, in all the world, was there a time when individual ambitions and the nation's needs were so nearly identical. Frivolity and indolence should be cast aside, so that every energy can be devoted to assurance that this people will emerge from the war stronger in its trained citizenship than when it entered.

Faculty

JONATHAN RIGDON, Ph. D.—President, Central Normal College; graduate student and teaching fellow in Clark University; A. B. and Ph. D., Boston University. Professor of Psychology, Economics and English Grammar.

H. M. WHISTLER, A. B.—Vice President, and Head of Teachers' Professional Work. Professor of History and English. (On leave of absence for graduate work till Summer Term of 1919.)

W. E. LUGENBEEL, B. S.—National Normal University; Ph. D., Austin College. Professor of Mathematics and School Management.

J. B. THOMAS, A. B.—Professor of Biology, Geography and Methods and Director of High School Work. (On leave of absence for graduate work till Summer Term of 1919.)

R. F. RATLIFF, A. B. and A. M.—Indiana University. Prof. of Physics and Chemistry.

FAY O. HORN, A. B.—Indiana University; graduate of the Indiana State Normal School. Professor of Latin and French and Dean of Women.

MRS. E. E. OLCUTT.—Professor of Teachers' Training, Reading and English (Spring and Summer Terms only).

CAREY W. GASTON, A. B.—Central Normal College. Professor of Mathematics.

H. M. TOWEL.—Central Normal College; LaSalle Extension University; Zenonian Pen Art School. Professor of the Commercial Subjects.

MRS. H. M. TOWELL.—Graduate of Central Normal College School of Music; graduate of Thomas School of Music and Art. Teacher of Public School Drawing.

FRED LUSCOMB.—Pupil of J. F. O. Smith, eminent theorist and teacher, Brooklyn, N. Y., seven years. Taught at Martinsburg W. Va. twelve years; Wilson College (Pa.) six years. Head of Vocal Music Department.

MRS. FRED LUSCOMB.—Pupil of F. E. Clark, Pianist, New England Conservatory of Music; Dr. Arnold W. Meyer, Pipe Organist, Washington, D. C. Head of Piano Department.

IRIS DEAN GASTON.—Piano graduate, Central Normal College, 1900. Graduate student under Professor Edward Ebert-Buchheim, 1900–01. Pipe Organist of the Christian Church since 1897. Piano and Organ.

Officers of the College

JONATHAN RIGDON, President,

H. M. WHISTLER, Vice President.

C. A. HARGRAVE, Secretary-Treasurer.

G. E. LOCHMULLER, Field Secretary.

TRUSTEES

O. E. GULLEY, Pres.

G. T. PATTISON, Sec'y,

W. C. OSBORNE, Treas.

MORD CARTER,

W. T. LAWSON,

C. A. HARGRAVE,

J. D. HOGATE.

Calendar for 1918-19

Fall Term, September 17, 1918 to December 5, 1918.

Winter Term, December 10, 1918 to February 27, 1919.

Spring Term, March 4, to May 22, 1919.

Spring Mid-Term, April 15, to July 4, 1919.

Summer Term, May 27, to August 14, 1919.

ANNUAL COMMENCEMENT, AUG. 9 to AUG. 14, 1919.

Reunion, Faculty and Students, August 9.

Baccalaureate Sermon, August 10.

Recital of Department of Music, August 12.

Alumna Meeting, August 13.

Graduating Exercises and Conferring of Diplomas, August 14.

Selecting a School.

There are but few heavier responsibilities resting upon parents. If the student himself is to select his college he certainly needs all the help available. The following points are among the most important to be taken into consideration:

THE SIZE OF THE SCHOOL.

Occasionally a student, especially if a mature man or woman, does better work when associated with large numbers. A large majority, however, accomplish most, both in the mastery of subjects and in personal development, in a school of only a few hundred, where each student may enjoy a personal acquaintance with every member of the faculty and receive individual assistance.

ATMOSPHERE OF THE SCHOOL.

Every school, like every person, has individuality. This is its character. It is made up of the ideas it emphasizes, the ideals it upholds, its concern for the personal welfare of its students, and the character of the community. A college course should be a preparation for life, and the atmosphere of the college means quite as much for the life of a student as the course of study.

THE RELIGIOUS INFLUENCES.

Two tendencies are clearly noticeable. One is that parents everywhere are caring more and more that their children should take their college course in a christian institution, where the essentials of religion are looked upon as indispensable elements in every complete life. The other is that parents everywhere are caring less and less to have their children take a college course that is shaped and controlled by any sectarian enthusiasm.

THE COURSE OF STUDY.

There never was a time when the practical was so prominent. We have all come to believe that the college course should have some reference to the particular life it is supposed to prepare for. If one is to be a lawyer, editor or preacher, his education should certainly differ in some respects from that of one who hopes to be a farmer, merchant or engineer. We no longer attempt to run all boys and

girls through precisely the same mould. To some extent at least the course of study must be varied to fit the individual differences and to prepare for different vocations.

On the other hand the demand for the classical in education has not disappeared and will not disappear. It is very easy to be too specific in selecting the branches to fit one for a certain vocation. Making a living is of much importance; making a life is of all importance. It is easily conceivable that Logic and Latin and Literature might mean more to the life of a farmer and his family than a course in scientific agriculture. For every one point in which men may be different there are ten in which they must be alike. This may be our cue. We must specialize. We must take some studies because our lives are to be different from those of our fellows. But for every one of such studies, we should take ten others that will help us to live with people like ourselves. And whatever we do, we should not specialize too soon. In this age it is very unwise, to say the least, for a student to begin his special preparation for being a doctor, banker, preacher or farmer before he is well along with his college course.

It often occurs that a student has time for and very much needs some branch or branches not included on the particular course he has selected. It may be a preparatory study, a business branch, a class in music or domestic science. Whatever it is, if he feels the need of it, it is a loss to miss it. It would therefore be of great value to a student to have these advantages.

LOCATION OF COLLEGE.

Above everything a healthful location is necessary to successful school work. Good air and good water are more important than costly buildings. Then if possible, every college should have a beautiful location. The Greeks were right: Truth means more and the good is less difficult to attain in the midst of the beautiful.

A few students do best when they go a long distance from home. The large majority, however, are better off within easy reach of home, not more than 50 or 100 or 200 miles away.

The immediate location of college should be free from the distractions of a city, and yet within reach of those necessities of life that only a city can supply.

FACULTY.

Probably the most important point to be considered is the faculty. The men and women who teach college students must be strong in character and in scholarship. They must teach from choice, not from necessity. They must be constantly progressive. They must have an interest amounting to a passion for truth and for the welfare of young men and young women.

EXPENSES.

In sending a boy or girl to college, most parents must and all should consider the matter of expense. High thinking has always been and will always be coupled with plain living. One of the duties of the college is to teach its young people that good living is not necessarily expensive living, that very much of the complaint made against the high cost of living belongs rather against the cost of high living. On the one hand, it is unwise for a college student to practice the extreme economy that deprives him of food, clothing and other necessities of efficient work and rapid progress. On the other hand, it is foolish for him to imagine that he was sent to college to make a show, to indulge in such luxuries as render all work less efficient and progress impossible.

SOCIAL LIFE.

We pride ourselves on the substantial character of our work. Our highest aim is to hold to standards that will commend our credits to other colleges and universities. Yet we realize that one of the most important factors in a college education is the general culture that comes from its social life. This, in its different forms, we not only tolerate but encourage.

CENTRAL NORMAL COLLEGE

Now a Junior College and Standard Normal School

PURPOSE OF THIS COLLEGE—The time is almost gone when only a few are expected to be educated. Men and Women in all lines of life to succeed must have good general intelligence, a large fund of information easily accessible and ability to think and to express their thoughts. These attainments are impossible without a course in college. And this in turn cannot be had in the more expensive institutions with out the expenditure of a larger amount of time and money than most men can spare. The Central Normal College meets this emergency in three ways: First, by reducing expenses to a minimum; second, by lengthening the school year to forty-eight weeks; third, by excluding from the course all but essentials. With these facilities for education, any ambitious boy may be the proud possessor of an intellectual fortune, in comparison with which the miser's millions are insignificant. Every day the competition of modern industry is crowding the ignorant closer to the wall, while the opportunities of educated men and women are multiplying and expanding beyond the possibilities of the schools to supply the demand. Many boys and girls who read this paragraph will long for an education, but feel that for them there is no way. This is our greeting: Hundreds of boys and girls with no better opportunities have found a way, and you can find one if you will.

HISTORY OF THE COLLEGE—The Central Normal College was organized in 1876, with forty-eight students in attendance. It had no endowment; received no appropriation from church or state. Its founder believed he had a mission, and began his work. Those who were attracted to this school were vastly benefited and became enthusiastic advocates of the "Independent Normal School." Students came from unexpected sources and the growth was rapid. New departments were added, from time to time, and the courses kept abreast of the most progressive educational ideals. The graduates now number several thousand.

RE-ORGANIZED—In 1900 the owner of the institution desire

to enter upon other business and a stock company of Danville citizens bought the college. Numerous improvements were then made and the succeeding years have brought a large number of students to Danville.

Early in 1910 the stockholders voted to turn over all stock to a self-perpetuating Board of Trustees, and to accept all the provisions of a new Indiana statute, enacted expressly for such cases, this being the second college to take action under the law. Not a stockholder voted against the proposition. The institution is now on the same basis, as far as ownership is concerned, as Harvard, Yale, and Leland Stanford. Every cent of its income must be devoted to the needs of the college. There is no way by which any individual, unless an employee, can secure one cent. Patrons will know that all money paid to the college will come back to them in increased facilities.

In September, 1918, the Central Normal College became a Junior College, offering two or three years of good, strong college work, looking less to the degree than to the needs of the students. Two years or six terms of the work secure for the student a Junior College Certificate, leaving him within two years of his A. B. degree. Three years of the work lead to graduation and a Junior College Diploma, leaving the student in possession of that part of a college course that will be most helpful to him in his life work and within one year of his A. B. degree should he desire to take it in any standard college. Since June 20, 1913 the Central Normal College has been, and will continue to be, a Standard Normal School.

Courses Offered by the Central Normal College.

I. Teachers' Professional Courses, including:

- (a) Class A Course.
- (b) Class B Course.
- (c) Class C, or Standard Normal Course.

II. Junior College Courses..

- (a) A Two-year or Certificate Course.
- (b) A Three-year or Diploma Course.

III. A High School Course.

IV. Courses in the Common Branches.

V. Business Courses.

- (a) Bookkeeping Course.
- (b) Shorthand Course.
- (c) Typewriting Course.
- (d) Course in Commercial Arithmetic and Commercial Geography.

VI. Music Courses.

- (a) Voice Courses.
- (b) Violin Courses.
- (c) Piano Courses.
- (d) Band and Orchestra Courses.

VII. Vocational Courses. (Summer only).

VIII. Art Courses.

A CREDIT.

In all our college courses a credit means the successful completion of a terms work in any study, including the necessary preparation and five recitations a week for 12 weeks.

STANDARD OF GRADING.

- | | |
|---------------|--------------|
| A. 95 to 100. | C. 75 to 85. |
| B. 85 to 95. | D. Failures. |

Professional Work for Indiana Teachers

The Central Normal College an Accredited School

Indianapolis, Ind., June 21, 1907.

To the President and Faculty of
The Central Normal College,
Danville, Indiana.

Gentlemen:—

This certifies that the Central Normal College is "accredited" by the State Board of Education, sitting as a State Teachers' Training Board. This institution is therefore, authorized to prepare teachers to teach in "Class A," "Class B" and "Class C," as provided for in "Interpretation of the School Laws," pages 3 to 5, a copy of which is enclosed herewith, provided such institution agrees to meet all the conditions under "Conditions for Accrediting Normal School," a copy of which is also enclosed herewith.

Given under the seal of the State Board of Education, sitting as the State Teachers' Training Board, this 21st day of June, 1907.

For the State Teachers' Training Board:

(signed) FASSETT A. COTTON, President,
WILLIAM W. PARSONS, Secretary.

CLASS A COURSE—TWELVE WEEKS.

- (1) General Methods, Educational Psychology I., Observation, History of Education I., or Child Study.
- (2) A College Subject.
- (3) Two Common School subjects from a teacher's point of view.

CLASS B COURSE—TWELVE WEEKS IN ADDITION TO CLASS A COURSE.

- (1) General Methods, Educational Psychology I., Observation,

History of Education I., or Child Study, without duplication of work of Class A Course.

(2) A College subject not taken in Class A Course.

(3) Two Common School subjects from a teacher's point of view and without duplication of work done in Class A Course.

CLASS C COURSE—STANDARD NORMAL COURSE—ONE HUNDRED EIGHT WEEKS.

The Central Normal College is now one of the three Standard Normal Schools of the State of Indiana, so designated by the State Board of Education. One of the many advantages to the student derived from attending Central Normal College is that the Class C Course in this Standard Normal School is accepted by the State Board of Education as qualifying a teacher to hold a commission for a high school. This is desired by many teachers.

There are nine terms in this Course, which may be completed here in two years and one term. Class A and Class B may be counted in the Course.

The State Board of Education recently made a ruling, whereby the Class C Course in a Standard Normal School is made more flexible. It is now a popular course. We recommend it to all experienced teachers. One hundred fifty-two teachers made credits on this course, our Summer term of 1916.

We will first present the course in full, and will then give the new modifications. Correspondence concerning the new course will receive careful attention.

THE COURSE OF STUDY—CLASS C.

Arithmetic	twenty-four weeks
English Grammar.....	twenty-four weeks
Composition.....	twelve weeks
History and Civil Government.....	twenty-four weeks
Physiology and Hygiene.....	twenty-four weeks
Reading and Literature.....	twenty-four weeks
Geography.....	twenty-four weeks
Penmanship.....	twelve weeks
Educational Psychology with special reference to grade work	thirty-six weeks

Principles and Methods of Teaching.....	twelve weeks
Observation and Practice in Training Schools.....	twenty-four weeks
History of Education.....	twenty-four weeks
Manual Training and Domestic Science.....	twelve weeks
Vocal Music.....	twelve weeks
Drawing.....	twelve weeks
Nature Study.....	twelve weeks
Physical Culture (two hours per week).....	twenty-four weeks
Electives.....	eleven credits

This course is organized for graduates of commissioned or certified non-commissioned high schools and others of equivalent scholarship.

A "credit" consists of twelve weeks' successful work in any subject. Thirty-eight credits are necessary for graduation.

Vocal Music, Penmanship or Physical Culture may be taken in addition to the regular number named.

THE MODIFICATIONS.

The following regulations have been made for modifying the Three-year Course to meet the requirements of students preparing for special work, particularly for those preparing to teach the pre-vocational subjects:

1. No student shall carry more than two courses in any one department at the same time.

2. A student may elect a major or special line of work in which he shall make at least six credits.

3. A student may elect as many as nine courses in the department in which his special work lies, but no more than nine credits in any one department may be counted toward graduation.

4. The following twelve credits shall be required of all students on Course "C:" Psychology (3), History of Education (2), Methods (1), Practice (2), Grammar (2), Composition (1), Physical Training (1)

5. Six additional credits shall be elected from the other "required subjects" of Course "C," as indicated above, provided, that when two terms are required in a subject so elected, both terms shall be completed.

6. The remainder of the credits necessary for graduation may

be elected from the entire body of courses offered by the various departments, subject to the above limitations, and provided the student is prepared to do effective work in the courses chosen.

WAGES OF TEACHERS IN INDIANA.

The minimum daily wage of a teacher, expressed in cents, is obtained by multiplying his general average on teacher's examination by two and one-half cents for Class A, by three for Class B, by three and one-half for Class C.

REQUIREMENTS OF TEACHERS.

(1) WITHOUT EXPERIENCE.

The law says: "(a) A teacher without experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than one term of twelve weeks' work in a school maintaining a professional course for the training of teachers. Shall have not less than a twelve months' license."

The State Board of Education has authority to interpret this law, deciding what is meant by 'high school,' 'equivalent,' etc. The Board has decided as follows: Before a teacher's license can be granted to a beginning teacher he must (1) be a graduate of a commissioned high school, or a certified high school, or a certified academy, or must pass a state examination in the high school branches. (2) Must have had twelve weeks training in an accredited normal school.

One can not enter upon the training course until after meeting requirement No. 1 as given above.

A student in an accredited college, while engaged in completing his high school work, is not eligible to begin the training course. The two cannot overlap.

One desiring to pass the examination for equivalency can not take the training course while preparing for the examination.

High school graduates must bring with them a complete certified copy of the work done in high school.

Since the Indiana commissioned and certified high schools give a four years course, high school graduates from other states must have had a four years course.

The examinations for high school equivalency are held by the county superintendents at the same time and place as those for teachers' license.

Those teaching their first school are known as teachers of Class A.

(2) WITH ONE YEAR'S EXPERIENCE.

The law says: "(b) A teacher with one years' experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than two terms of twenty-four weeks' work in a school maintaining a professional course for the training of teachers or the equivalent of such work. Shall have not less than a two years' license. Shall have a success grade."

Those that meet the above requirements are known as Class B teachers.

A Class A teacher can pass into Class B after the close of his first school year by spending twelve weeks in an accredited college and securing a two years' license. He will then have had twenty-four weeks' work, as specified in the law.

Class B students who have had their class A training elsewhere must file with us a complete certified copy of the subjects taken and the grades made in the other institution.

(3) WITH THREE OR MORE YEARS' EXPERIENCE.

The law says: "(c) A teacher with three or more years' experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have a three years license. Shall have a success grade."

It will be seen that a teacher under this law must teach three years before being eligible to take Class C work.

The State Board has decided that the above professional course must include three years' work.

Our Junior College Course

One of the conditions on which Dr. Rigdon accepted the presidency of the Central Normal College was that it shall be a Junior College. He appeared before the Indiana State Board of Education, presented the idea and requested advice on it. The entire Board were in complete sympathy with it, and several members, including Presidents Bryan, Parsons and Grose, expressed much interest in its being carried out. The general plan and the proposed courses have been submitted to presidents, deans and professors in several colleges. Without exception the response has been one of approval. Many have been sufficiently interested to make helpful suggestions. It will enable us to strengthen our faculty, to improve our laboratories, to enlarge our library and to offer stronger courses, to cover less ground and do it more thoroughly. It will enable us to prepare students for their last year in college and at the same time assure them of the very cream of a college course should circumstances prevent their taking a degree.

Then, pending the time of our securing an endowment, instead of vainly attempting to cover the entire college field we shall limit the work we offer to courses we are able to do well. We are to offer two or three years of college work as good and as strong as the best. The course will lead to graduation and a diploma but not to a degree.

Positions seeking capable men and women demand at least a minimum of college work as an indispensable part of their equipment. This minimum is very generally fixed at two years. If one wishes to teach in the high school, to fill a responsible business position, to engage in the service of the government, or, indeed, to secure any higher position, he is helped greatly by two or three years of college work and greatly handicapped by the lack of it.

A college degree is desirable. One is justified in looking forward to it and has a right to be proud of it. After all it is the college work one does that gives significance to the degree and that gives him power to hold a position. The chief emphasis belongs on the work. We do not grant the degree but we do give two or three years of college work approved by the best colleges. In this we seek to accom-

plish two ends: First, we help the individual student select such courses as will best serve him in the work he is to undertake. Second, we help him make all of it count on the degree when he is ready to take it.

Only a small percentage of high school graduates are able to continue their college course without interruption till they finish it. This should not deter them from beginning such a course. There are but few high school graduates, either boys or girls, who could not if they would, take two or three years of college work. Every one who does this doubles his salary, trebles his efficiency and quadruples the joy he gets out of his work. Every high school graduate should be urged to take two or three years of college work and this work should be so selected that in case it is not to be continued it will be reasonably complete in itself. We have kept this in mind in arranging the work of our Junior College Course.

We urge students to give careful consideration to our Junior College. A **credit** is one study carried five days a week for twelve weeks. An **hour** is one study carried one day a week for twelve weeks. A credit therefore equals five hours. All our college work is on a three-study basis. Except under very rare conditions no student may carry more than three studies a term. Students have absolute freedom in selecting their studies by groups. We offer only 5-hour courses.

Our Junior College Courses.

Latin, 13 credits.	Physics, 3 credits.
French, 6 credits	Biology, 3 credits.
English, 9 credits.	Economics, 3, credits.
History, 6 credits	Psychology, 3 credits.
Mathematics, 4 credits	Education, 6 credits.
Chemistry, 6 credits.	

We offer a total of 62 college credits from which a student may select by groups. The completion of any 18 credits or 90 hours, approved by the president or dean, entitles the student to a Junior College certificate. The completion of any 27 credits or 135 hours approved by the president or dean, leads to graduation and a diploma. This diploma should enable any student to finish in any standard

college the work required for the Bachelor of Arts degree in one additional year of 36 weeks.

The entrance requirement for our Junior College Course is a full four year commissioned high school course or its equivalent.

Credits previously made here or elsewhere will count on a Junior College Course and all credits counted on our Junior College Course will be accepted by standard colleges to which a student may wish to present them.

MODEL TWO YEAR COURSES.

To aid students in making their selection we submit here model courses leading to our Junior College certificate. Innumerable other combinations might be made according to the student's inclination and the end he has in view. It will be noted that English is the only group that is required of all students.

Model Course I.

English,.....	6 credits
Mathematics,.....	3 credits
History,.....	3 credits
Physics,.....	3 credits
Psychology,.....	3 credits

Model Course III.

English,	6 credits
Psychology,.....	3 credits
Education,.....	3 credits
History,.....	3 credits
Economics,.....	3 credits

Model Course V.

English,.....	6 credits
Education,.....	6 credits
French,.....	6 credits

Model Course II.

English,.....	6 credits
Latin,.....	6 credits
History,.....	3 credits
Biology.....	3 credits

Model Course IV.

English,.....	6 credits
Physics,.....	3 credits
Mathematics,.....	3 credits
Education,.....	6 credits

Model Course VI.

English,.....	6 credits
Education,.....	6 credits
Economics,.....	3 credits
History,.....	3 credits

Model Course VII.

English,.....	6 credits
Biology,.....	3 credits
Psychology,.....	3 credits
French,.....	6 credits

Model Course IX.

English,.....	6 credits
Latin,.....	6 credits
Psychology,.....	3 credits
Economics,.....	3 credits

Model Course VIII.

English,.....	6 credits
Chemistry,.....	6 credits
Psychology,.....	3 credits
History,.....	3 credits

Model Course X.

English,.....	6 credits
Physics,.....	3 credits
Biology,.....	3 credits
Chemistry,.....	3 credits
Mathematics,.....	3 credits

History

There has never been a time when History was so large a factor in education as it is today. It has always been important; today it should be in everybody's course of study. The leading facts and movements of History must be scanned anew to see what contribution they may make toward the solution of our present and future problems. More than ever before our present outlook is a forward one. Through History the past becomes our heritage; the total value of this past is its value as our guide for the future.

HISTORY I.—Ancient History. A glance at the Orient and a study of Greek and Roman History.

HISTORY II.—Modern Europe. Noting particularly the facts that later are to have a bearing upon American History.

HISTORY III.—American History. The discovery and exploration of America, character of the settlers, colonial institutions, the Revolution, organization and development of the Federal Government, the rise of political parties, acquisition of territory, ending with the period immediately prior to the Civil War.

HISTORY IV.—American History. The Civil War, the period of reconstruction, the development of the West, civil service,

industrial progress, Spanish American War, and America's part in the European conflict.

HISTORY V.—Political Science. A study of the fundamental forms of government in their relation to the life of the people, how human life influences, and is influenced by, forms of government.

HISTORY VI.—Sociology. A study of the general principles of group activity, what forces make for group activity and how group activity may help or hinder the welfare of the individual.

Economics

ECONOMICS I.—A history of Economics theory.

ECONOMICS II and III.—The definitions, principles and laws of Economics, based upon Tausig.

Educational Psychology

EDUCATIONAL PSYCHOLOGY I—A comprehensive study of the elementary principles of Psychology, with special reference to their educational application, based upon Betts' "The Mind and Its Education."

EDUCATIONAL PSYCHOLOGY II—A more intensive study of mental processes and with a more detailed application to education, based upon Thorndike.

EDUCATIONAL PSYCHOLOGY III—Applied Psychology, a critical discussion of the principles and laws governing mental processes, with a view to determining what practical use may be made of them in Teaching, Learning, Speaking, Writing, Religion, Art, Salesmanship, Health, War.

Education

EDUCATION I—General Methods, including the problems of school management, primary methods, and the methods of present-

ing the common school subjects to all the grades. Work based upon "Chartre's Methods in the Common Branches."

EDUCATION II—History of Education, a survey of the field from the earliest times to the present—Oriental, Greek, Roman, Early Christian Education, Mediaeval and Modern systems, a progressive development of educational theory and practice.

EDUCATION III—History of Education. An intensive study of elementary education since the Reformation. The transition of education from a religious to a secular basis. A comparative study of Nineteenth Century systems and theories.

EDUCATION IV—Practice (a), The time is divided between actual teaching and observation, supplemented by a study of the organization and presentation of lessons

Practice (b), More time is given to teaching than in **Practice (a)**. So far as possible, practice is planned with reference to the work the student is preparing to do.

Note—**Education IV** is a double course entitling the student to two credits. One may take **Practice (a)**, or **Practice(b)**, or both.

EDUCATION V—High School Methods, dealing with the problems of high school instruction and administration. It is designed for prospective high school teachers and for experienced teachers that feel the need of such a course. Based upon "Parker's Methods of Teaching in High Schools."

EDUCATION VI—A critical examination of the underlying principles of Education, its ideals and its aims. Particular attention is given to the ideas of readjustment, heredity, recapitulation, play, formal discipline and the relation of education to society,—all looking toward an outline of a theory of education from the point of view of evolution. Based on "Henderson's Principles of Education."

English

ENGLISH I—The principles of Rhetoric and the study of literary forms exemplifying these principles, together with weekly exercises in composition writing.

ENGLISH II—The principles of Rhetoric, the more effective illustrations of the same from standard literature, together with daily exercises in composition writing.

ENGLISH III—**English Literature**,—a comprehensive study of English authors and their contributions, with the student's written criticisms and appreciations.

ENGLISH IV.—**American Literature**—a comprehensive study of American authors and their contributions, with the student's written criticisms and appreciations.

ENGLISH V—**The Short Story and the Novel**. The principles of fiction that enable it to be art; the great writers of fiction and their most important works; their educational value; the study of plot exercises in short story writing, and critical appreciations of one or more of the chief works of fiction.

ENGLISH VI—**The Drama and Shakespeare**. The principles of dramatic composition. The early drama. Its development. A critical study of two or three of Shakespeare's dramas.

ENGLISH VII—**Public Speaking**—the voice and its effective use; the bearing of a speaker; the preparation and delivery of address prepared by the students.

ENGLISH VIII.—Tennyson and Browning.

ENGLISH IX.—The Bible, a study of the Old and the New Testament, giving particular attention to the Bible as literature and its significance for life.

Mathematics

MATHEMATICS I.—**Solid Geometry**. Complete course embracing lines, planes, dihedral angles, polyhedral angles, polyhedrons, cylinders, cones and spheres, much original work. This course is offered for those whose high school course did not include it.

MATHEMATICS II—**College Algebra**. Fundamental Processes with rigid development of laws and uses of signs; Fractions Simple Equations and their graphs; Binomial Theorem for positive

integral exponents; Extracting Roots; Radicals and General Theory of Exponents; Quadratic Equations and applications.

MATHEMATICS III— College Algebra—5 hours per week for 12 weeks: Equations of Higher Degree; General Theory of Equations; Practical Problems in Equations of Higher Degree; Series; Theorem of Undetermined Co-efficients; Binomial Theorem for all kinds of exponents; Logarithms and applications; Permutatious and Combinations.

MATHEMATICS IV—Trigonometry—5 hours per week for 12 weeks: Relation to Geometry; Development of Trigonometrical Functions; Solutions of all kinds of triangles by laws of similar Triangles; Development of Formulas; Applications of Formulas to Solutions of Triangles; Practical application to surveying and Physics; Solutions of Trigonometrical Equations; Napier's rule for right spherical triangles; oblique spherical triangles; applications to terrestrial and celestial spheres.

Physics

The courses in Physics are intended to meet the needs of high school teachers, students pursuing technical courses, and all others wishing this line of study as a part of their general education.

PHYSICS I—Mechanics and Sound: Fundamental units and laws. Force and motion. Composition and Resolution of forces. Gravitation. Newton's laws. Dynamics. Mechanics of Fluids. Wave Motion. Velocity of Sound. Adiabatic Modulus.

Carhart's College Physics. Recitation and lectures three days per week. Laboratory two days.

PHYSICS II—Electricity and Magnetism: Elementary Phenomena. Potential Capacity. Ohm's Law. Electrical Units. Box bridge. Induction. Dynamo. Motor. Induction Coil. X-rays. Wire-less telegraphy. Efficiency of Electric stove. Electro Calorimetry. Electric Chemical Equivalents.

Lectures and recitations two days per week. Laboratory three days.

PHYSICS III.—Heat and Light: Methods of Thermometry. Heat and temperature. Specific Heat. Mechanical Equivalent. Heat of fusion and of vaporization. Measurement of wave length of light. Refraction. Interference. Polarization. X-rays.

Lectures three days. Laboratory two days per week.

Chemistry

The courses in Chemistry are arranged according to the same general plan, and, to a considerable degree for the same general purpose as those in Physics. Chemistry I and II are given every year, the other courses are given every alternate year.

CHEMISTRY I.—General Chemistry. Chemical changes, nature and types. Preparation and study of the common gases, acids, bases, salts, non-metallic elements.

McPherson and Henderson's College Chemistry. Recitations and lectures three days per week. Laboratory work two days per week.

CHEMISTRY II.—General Chemistry. Use of chemical balance, Chemical equivalents. Neutralization, titration. Determination of strength of acids and alkalis. Strength of vinegar. Bleaching and other industrial processes. Chemistry of soap-making. Purification of drinking water. Allotropy. Groups of elements. Periodic Law. Chemical tests and simple analysis.

Recitations three days per week. Laboratory two days.

CHEMISTRY III.—Organic Chemistry. Paraffines, Olefines. Acetylene series. Making of organic chemical compounds. Carbohydrates. Amines and Nitro compounds.

Recitations three days. Laboratory two days.

CHEMISTRY IV.—Organic Chemistry. Aromatic hydrocarbons. Diazo compounds and preparation of dyes. Chemistry of Coal Tar Products.

CHEMISTRY V.—Household Chemistry. A course

adapted particularly for those taking Domestic, Science Chemistry of Foods. Baking powders. Chemistry of digestion. Textile fibers. Bleaching and Bluing.

CHEMISTRY VI.—Analytical Chemistry. Lectures and recitations one day per week. Laboratory four days.

Biology

BIOLOGY I.—Physiology. Careful study of anatomy, physiology and hygiene. This is the foundation for any after study of the human body, and gives the knowledge that every person desires. It prepares for teachers' examination.

BIOLOGY II.—Physiology. An experimental course, with much laboratory work. Elaborate notes are kept. This course has met with much favor.

BIOLOGY III.—Botany. The structure, the physiology, the life of the plant, and its relation to its environment. Field work with trees. Analyses of Danville plants, in season, with sufficient field work to give a general idea of an Indiana flora.

BIOLOGY IV.—Botany. A general survey of the plant kingdom, beginning with the simplest forms and ending with the compositae. Specimens studied in the field, and collected for laboratory examination. Identification of all types, and careful study of lowest forms. Nutrition and reproduction of plants.

French

Never before in our history has the demand or the interest been so great in the French language as at the present time. In fact, one feels lacking in knowledge and hindered in understanding the war situation without some French. Our course combines a conversational method with a course in classical reading.

FRENCH I.—Elementary Course in Grammar. Reading and Composition with daily Conversation in French.

FRENCH II.—Conversation, Grammar and Composition continued with reading extra stories.

FRENCH III.—Irregular Verbs. Conversation composition. More time is devoted to easy and rapid translation.

FRENCH IV.—Merimee's Columba with conversation and composition.

FRENCH V.—L'Abbe Constantin with conversation involving various idioms and composition one day a week.

FRENCH VI.—Selected Plays of Racine, Corielle or Moliere.

Latin

The study of the Latin language affords the basis for a clearer, more accurate understanding of English. In fact it is the very foundation of English. And in its own right, Latin remains invaluable as a discipline.

LATIN I and II.—The elements of Latin with daily English and Latin exercises are studied. Latin forms and construction, and English derivations are emphasized. Latin Grammar.

LATIN III and IV.—Caesar. This course consists of translation, with exercises in composition based on the same.

LATIN and VI.—Cicero. In this course are included the four orations against Cataline, the defense of Archias, the Manilian law. For the Grammar and Composition, attention is centered upon the uses of the Subjunctives. This course is especially beneficial to those interested in debating and public speaking.

LATIN VII and VIII.—Virgil's Aeneid. Translation with scansion and metrical reading. Composition one day a week.

LATIN IX.—Livy. Books XXI and XXIII. Composition or Latin Literature during the Augustan age, one day a week.

LATIN X.—Horace-Odes. Composition of Latin Literature one day a week.

LATIN XI.—Terence-Phormio; Plantus Trinummus.

LATIN XII.—Tacitus-Agricola and Germania.

LATIN XIII.—Teacher's Course. This course is designed

to meet the needs of those desiring to teach Latin. The course consists of sight reading, of composition and of observation in the Danville High School, followed by a discussion of the best methods of teaching Latin in high schools.

Our High School Course

Those interested in a High School Course will see the Quarterly or write the College directly for definite information.

Courses in Common Branches

A mastery of the Common School subjects should constitute the basis of every liberal education. If one is deficient in his knowledge of the common branches he is obliged to purchase all his future progress at an enormous cost. It is a fatal mistake to be satisfied with but a hazy grasp of these subjects, thinking that a study of higher subjects will clear it up. A systematic study of the common branches under expert teachers is in every way a saving of time and effort.

English Grammar

Students of education are as far as ever from agreement with reference to the place that English Grammar should hold in the scale of values. Its correct status may be set forth as follows:

- (1) There are very few good teachers of the subject.
- (2) Most students begin it reluctantly and omit it or drop it gladly.
- (3) All who omit it soon have occasion to regret it and throughout their future efforts at education feel greatly handicapped.
- (4) All students who are fortunate to study enough English

Grammar under a skillful teacher become greatly interested in it and are much benefited.

GRAMMAR I.—A brief study of the parts of speech and a comprehensive and intensive study of syntax—sentence structure, classes of sentences, phrases, and clauses. Analysis of sentences, and the formation of original sentences, phrases and clauses to illustrate the classes named by the teacher. Careful attention to be given to correct form, particularly proper business forms.

GRAMMAR II.—A brief study of syntax—sentence structure, classes of sentences, phrases and clauses. A comprehensive and intensive study of the parts of speech, parsing, filling blanks, and the formation of original sentences to illustrate the construction named by the teacher. Relative or conjunctive pronouns, conjunctive adverbs, infinitives, participles and other grammatical difficulties receive careful attention—all with special emphasis upon business English.

Arithmetic

Arithmetic has always been and will continue to be an essential part of an elementary education. In these courses we aim to give students a degree of mastery in arithmetical computation and an understanding of how to teach the subject in the grades and in the high school.

ARITHMETIC I.—This course includes the subjects usually treated in Arithmetic with emphasis placed upon the fundamental operations, fractions, and the application of percentage. The course is planned especially for beginning teachers but may be taken by others who desire a thorough review of the subject. The work is based upon Payne's Practical Arithmetic.

ARITHMETIC II.—This course covers the entire field but in a more advanced form than Course I. Difficult subjects are treated thoroughly.

The Course is based upon Van Tuye's Commercial Arithmetic.

Geography

Geography means more than ever before, and it has a meaning for more people. The great war has put all the people of the world to studying Geography.

GEOGRAPHY I.—General Geography. Fundamental facts in Mathematical and Physical Geography; Surface and climate; industries as determined by surface, climate and people; study of the countries with their industries and resources; forms of government and character of the people; location and development of principal cities; changes wrought by the great World War.

Commercial Geography. Effect of physical and astronomical conditions; development of the resources of the earth; manufacturing, mining, transportation centers and causes of their location. Character of the people determining industries; laws of commercial activity; effects of the World's War on commercial and economic activities.

Reading

READING I.—The course includes both oral and silent reading. The student is drilled in proper oral expression and also in rapid and accurate interpretation of subject matter. Much emphasis is placed upon how to teach reading in the grades.

U. S. History

Today the United States looms large, not only with ourselves but with the world. Education will hereafter take more account of American History and American institutions. Henceforth we shall see all countries and all subjects from the view-point of the United States. This new outlook should begin in our common branch study of U. S. History.

U. S. HISTORY I.—Discovery, explorations, colonial history

beginning of the Federal Government, rise of political parties, acquisition of territory, extending up to the Civil War.

U. S. HISTORY II.—The Civil War, reconstruction, internal development, civil service, industrial progress, Spanish American War, America in the World War.

Physiology

A knowledge of the functions of the organs of the body and of the laws of hygiene constitutes the basis of health and efficiency.

PHYSIOLOGY I and II.—A course designed to give such knowledge of the subject as the teacher must possess in order to pass the examinations for license and to teach the subject. The rules of hygiene are based upon the anatomy and physiology of the organ or system being considered. The selection of food, sanitation, and the germ theory of diseases are considered.

Penmanship

The coming of the typewriter has not done away with the demand for legible hand-writing. Every one in the course of his life work will be obliged to do enough writing with a pen to make a plain, easy penmanship well worth while.

PENMANSHIP I.—Principles and practice of hand-writing.

Drawing

It is now impossible for one to teach children without being able to draw and to teach them to draw.

DRAWING I.—This course thoroughly accomplishes the two objects named above, and covers the work needed by the teacher of this subject in the public schools.

Commercial Course

This department is one of the oldest schools of business in this part of the country. We have enrolled many thousand students, a large per cent of whom are to be found in positions of trust and importance throughout the United States.

A business education means more than a mere smattering of debits and credits; more than a good style of penmanship; more than a knowledge of business forms; or how to write shorthand and operate a typewriter. It means vastly more than these; it means concentration and continuity of thought, accuracy of judgment, self discipline and tact, courtesy, and dignity of manner and executive ability. Business training is helpful, inspiring, practical and pays large dividends for life.

BOOKKEEPING COURSE.

Everyone should know something about the science of bookkeeping whether he intends to put his knowledge of it to practical use or not. It is essential that the farmer, the merchant, the lawyer, the housewife, or persons of any other vocation, be acquainted with the art of keeping accounts properly. The bookkeeping student of today is the bookkeeper or business man of tomorrow. If he has a knowledge of the correct principles, as bookkeeper, he will apply them, or, as manager he will see that they are applied by the bookkeeper.

The purpose of this course is to present the correct principles of bookkeeping and accounting—principles advocated and practiced by modern bookkeepers and accountants. The work is devoted to the illustration of the special methods of labor saving forms of bookkeeping as employed in the modern business offices of wholesale and retail business, cost accounting, etc. Banking is given in either the departmental plan of the larger banks or in the simplified banking as it is used in the smaller banking institutions. All of the work is accompanied with the important commercial papers and legal documents in use.

Every student advances as rapidly as he can. One for whom the

subject is difficult may have as much time as he needs, while another for whom it is easy may advance as rapidly as he wishes. The course is a four term.. or forty-eight weeks course, three hours per day for average student work, but many complete it in two or three terms. Students taking other subjects may take only one or two hours each day. Students may enter this class any day during the school year.

Students in the Business School may take as many studies in other departments of the college as they wish without extra tuition charge. This is a valuable feature not to be found in most commercial schools.

COURSE OF STUDY.

Bookkeeping ,three hours per day until finished.

Business English, one term or until finished.

Arithmetic, one term or until finished.

Rapid Calculation, one term.

Commercial Law, one term.

Penmanship, one hour per day until finished.

Spelling, one term.

NOTE:—Teachers will be excused from Business English, Arithmetic, Rapid Calculation, and Spelling if they desire.

SHORTHAND OR STENOGRAPHERS COURSE.

The uses of shorthand are rapidly increasing and the demand for competent stenographers was never greater. The government, owing to conditions caused by the war, is now employing thousands of stenographers, both men and women. Increase in industrial activities in like manner has increased the demand for stenographers and bookkeepers until it is only a question of sufficient preparation for one to get a good position.

Our course embraces a thorough study of the principles of Gregg Shorthand, dictation, typewriting and office training. The advanced students are given practical training and office experience by being required to perform the duties of an office in which actual correspondence is received and sent out.

COURSE OF STUDY.

Gregg Shorthand, two terms or until finished.

Typewriting, two terms or until finished.

Dictation, one term or until finished.

Business Penmanship, one term.

Business English, one term or until finished.

Office Training, one term.

Spelling, one term.

SHORTHAND TEACHERS' COURSE.

Another department of shorthand work which offers excellent opportunities is that of teaching. The rapid growth of commercial education and the introduction of shorthand and typewriting departments into high schools in almost all sections of the country create a large and constant demand for teachers of these subjects.

The teaching profession offers many advantages. The work is constructive; the hours are short, and the pay of teachers of commercial branches is also higher than in other teaching work. We are unable to meet the rapidly increasing demand on us for commercial teachers, especially for those who have had teaching experience in either commercial or other subjects. We are offering an excellent opportunity, especially for teachers who can take two or three terms work in our combined courses to prepare themselves for teaching commercial subjects at a much increased salary. Those who have not had their Class A Training may take part commercial subjects and part Class A subjects at the same time until both courses are completed.

COURSE OF STUDY.

All the subjects of the complete stenographers' course. (Teachers may elect to drop any of the subjects except Gregg Shorthand, Typewriting and Office Training, upon giving satisfactory evidence of sufficient preparation.) Class A subjects, two terms or until finished.

TYPEWRITING.

We give the touch method of typewriting. The student is re-

quired to write from dictation as well as printed or written matter. Care of Machine, manifolding, tabulating, letter-writing, legal forms, etc., are taught. Shorthand students are required to transcribe their notes directly into correct letter forms. A small fee for the use of machine is the only additional charge for this course when taken with any of our other courses.

Combined Course of Bookkeeping, Shorthand and Typewriting

There are two great avenues to success in the business office—Stenography and Bookkeeping. If one is thoroughly equipped with either he is practically assured of an admittance to the business world; if he is equipped with both his opportunities are increased two-fold, therefore, we strongly advocate the combined course.

COURSE OF STUDY.

Bookkeeping, until finished.

Shorthand, until finished.

Typewriting, until finished.

Commercial Law, one term.

Business Penmanship, until finished.

Business English, one term or until finished.

Office Training, one term.

Spelling, one term.

Arithmetic, one term or until finished.

The average time required to complete this course is about three terms.

MACHINES IN BUSINESS DEPARTMENT.

The use of adding and other calculating machines is becoming general. In banks, and offices the adding machine is almost as common as the type writing machine. In all kinds of large busi-

ness, accuracy is secured by machines. Office helpers, therefore desire training in their use. In our business department the student has free use of the latest models.

SCHOOL OF MUSIC

Courses Maintained in Piano, Organ, Voice Culture, Violin, Band Orchestral Instruments

Five courses are offered:

1. A course in Piano and Theory.
2. A course in Voice Culture and Theory.
3. A course in Violin and Theory.
4. A Teachers' Course in Public School Music.
5. Complete course on all Band Instruments.

PREPARATORY COURSE.

This department is intended to meet the wants of amateurs, who have not time or inclination to enter upon the extended course of study, but who desire the best possible instruction during the time they devote to it.

Elements of Notation and Technique, formation of Major and Minor Scales, Koehler's Practical Method, Czerney's or Koehler's First Studies, Koehler's Op. 181, or Duvrenoy's Opus 120, Mason's Technique Schmidt's Opus 16, Clementi's Sonatas, easy selections from Classical and Modern composers.

The full course of study in the piano department is intended to occupy at least two years; but advanced pupils, whose previous instruction has been correct, are graded in this department according to their proficiency on entering. In such cases pupils are not required to remain for the entire time specified.

FIRST YEAR—FORTY-EIGHT WEEKS.

Bertini's Studies, Op. 29; Heller's Studies, Opus 46; Hayden's

Sonatas 718; Heller's Studies, Op. 16; Turner's Octave Studies; Koehler, Op. 128; selections from classical and modern composers each year.

SECOND YEAR—FORTY-EIGHT WEEKS.

Kullak's Octave, Op. 48, part 2; Mozart's Sonatas; Bach Inventions; Cramer's Studies; Clementi Gradus; scale and arpeggios in their different forms throughout the course.

Each candidate for graduation will be required to take a course in Musical Harmony and History.

Programs are given during the year at which the pupils will perform selections from the music studied in the regular course of instruction, thereby enabling them to exercise their powers and to acquire that confidence which is necessary to a creditable performance before an audience.

Important to the Student—In comparing courses of several colleges, student should not forget that our year includes forty-eight weeks.

A strong student may be able to accomplish more than the regular course in two years. If so, additional work will be provided.

We guarantee our instructors to be as competent as those of other colleges, in which the lesson charges are twice as high.

Students will be classified at the college Office at the time of enrollment.

Students that are applicants for graduation will take their second year's work with Mrs. Luscomb. All others may take either Mrs. Luscomb or Mrs. Gaston.

SHORT COURSES ON PIANO AND ORGAN.

A student of any grade can enter at any time and begin at once. Courses of any number of weeks will be provided. Some students remain but twelve weeks. A music teacher can complete the entire course by spending the summer only in college.

Special attention is given to those just beginning.

OTHER STUDIES.

It is not necessary for the student to devote the entire time to

music. Our observation teaches us that it is not best to do so. Many students carry a regular literary course and take one or two private lessons in music per week. Every music student should carry at least one other subject. We recommend French, General History or Literature to those taking the regular piano courses, but allow perfect liberty in choosing. One does not make most rapid progress by devoting the entire time to one subject. The best rest comes from a change of work.

DIPLOMAS.

A diploma will be awarded on completion of any of the full courses in this department.

Graduating fees for any course in music, \$5.00.

VOICE CULTURE AND THEORY.

The most perfect of all musical instruments is the human voice. But to make it truly effective, cultivation and development are necessary. An uncultivated voice, however superior in quality, is of less real value to its possessor, and to the world, than one not so rich naturally, but thoroughly trained and under perfect control. The course will be adapted to the student. Prof. Luscomb was seven years a student under the eminent theorist and teacher, Prof. J. O. F. Smith of Brooklyn, and has trained many voices for solo singing. The course embraces correct mode in breathing, both in inspiration and in expiration; correct position of the vocal organs; correct tone reflection or resonance; correct physical deportment in the delivery of solo work.

SIGHT SINGING CLASSES.

The Vocal Music Department maintains two classes every term, excepting the first, which has only the beginning class. This class takes up the rudimentary principles of music. The advanced class is adapted to students who have completed the work of the beginning class and wish to become proficient in two, three or four-part music.

Complete lesson material for the first and second year work in

the public schools is given, and also suggestions as to presenting the different music problems that arise in all other grades, including high schools and rural schools, also a short course in Theory, Melody Writing and presentation of Musical History.

MUSIC SUPERVISOR'S COURSE.

The increasing demand for Supervisors of music for the Public Schools make this a desirable course. The Central Normal College is an approved School of Music, by order of the State Board of Education, and our graduates stand high in the profession. The above Board requires one year's (thirty-six weeks) work. An actual attendance of thirty six weeks is necessary to meet the requirements.

Students in this course must have the following.

Sight singing, daily class, twelve weeks.

Voice Culture, twenty-four private lessons, twelve weeks.

Supervisor's Training, twenty-four private lessons, twelve weeks.

While taking the required work the student should select two or three classes in the general teachers training department, or in the college course. Piano lessons may be taken if desired. A music supervisor should be able to play upon piano and organ. Many good positions are open only to those who can direct band and orchestra. Excellent opportunities along this line will be found in the band and orchestral work of the music department.

Expenses in the C. N. C. are very much less than in the exclusive schools of music, but we are convinced that the advantages here are just as good. Our graduates secure excellent positions. Every year we have calls for supervisors after all our graduates have places.

HARMONY AND HISTORY OF MUSIC.

The State Board questions for music examinations during the past year have developed the fact that those who intend to teach music in the public schools in the future are expected to have a knowledge of musical history and harmony. Mr. Luscomb is using a most concise and thorough course on these two branches in connection with his course in public school music methods.

A term of twenty-four lessons will enable a teacher to be fully able to understand these subjects, and also aid him to acquire a musical foundation that will be of great benefit to him as a teacher.

Harmony is a regular subject in the Piano Course, and every graduate must study it.

THE VIOLIN.

This master instrument is found to be more in homes than any other. The desire to learn it is almost universal. Many persons are wasting valuable hours of practice by using bad methods. All such should have the instruction of skilled performers and teachers.

COURSE OF STUDY FOR VIOLIN.

Grade 1.

Hermann Violin School; Division I, II and III. Select pieces in the first position. Pleyel Op. 8.

Grade 2.

Hermann Violin School; Division IV. Easy solos by Dancla and others.

Grade 3.

Hermann Violin School; Division V. Hermann Op. 20. Solo by Wieniowski, Bohm and others..

Grade 4.

Kreutzer's Etudes. Solos by Raff, DeBoriot and others.

BAND AND ORCHESTRAL INSTRUMENTS.

To meet a demand for instruction on wind and stringed instruments, this department was organized in 1887. It was established to accomodate those students who desire to give some attention to music while pursuing a literary course, but it has been found that some wish to give their entire time to the violin or cornet. The most competent instructors are provided. We find that many young people who play quite well have not been taught correctly and cannot make the proper progress. They need help of a skilled soloist and efficient teacher. The beginner should have the best instructor.

The music students can here pursue other studies with slight additional cost. The Musical and the literary education should go together. Two lessons per week in music will not interfere with the progress of the student in other studies. In fact, we have found that in most cases they assist. The necessary practice gives a needed recreation. Parents are always delighted to have their children perform upon some instrument, and we know that many a father and mother will urge upon the son or daughter to take advantage of the opportunity while here. A violin, cornet, guitar, flute or clarinet costs but few dollars, but any of them, even moderately well learned, will give many hours of pleasure to the owner. There is hardly a Sabbath school in the country that will not gladly accept, and in many cases pay well for the services of a violinist or cornetist. Here is a great opportunity for young people to be of use to the community in which they live.

COURSES.

We do not give space to the courses on all instruments. The violin course may be taken as an example of what is presented on any of the instruments named.

ORCHESTRA.

An orchestra is maintained at all times. This is to provide music for all college entertainments. Students that can play music of grades three and four will be admitted to this free of charge, provided their services are needed.

HOME ECONOMICS

These courses are planned for students who expect to teach Home Economics in the public schools. Food conservation and war recipes are emphasized throughout the courses in cooking. Red Cross Sewing and Knitting are offered as apart of the sewing in each class.

In order to complete the course in this department it is necessary to take six terms of Home Economics, two terms of Physiology three terms of Chemistry, one term of Household Physics, four terms

of English and eight terms in subjects to be chosen from the Standard Normal or College Courses.

HOME ECONOMICS I.—Foods and Cookery. Study of common food materials as to source, production and manufacture; food values; food nutrients.

The laboratory work consists in the simple cookery of foods involving the scientific principles. Experiments, Sewing of Textiles. Study of textile materials as to history, manufacture and use. Practice in hand sewing of stitches, seams, darning, etc; their application in simple garments. Care and use of sewing machines.

HOME ECONOMICS II.—Continuation of Course I. with more emphasis on composition, cost, nutritive value of foods.

Study of commercial patterns.

More advanced sewing.

HOME ECONOMICS III.—Foods and Cookery. Preservation of foods by Cold-pack, Canning, Drying, Pickling, Brining, etc.

Food Conservation.

Textiles and Sewing.

Study of Textiles.

Tailored seams and Tailored garments.

HOME ECONOMICS IV.—Foods. Study of food requirements of individuals. Preparation and serving of war time menus. Relative cost of foods. Marketing. School lunches. Sewing continued from Course 3.

HOME ECONOMICS V.—Home Sanitation. Study of general sanitation of home, air, food and water and their connection with the diseases. Home Nursing. Statistics. First Aid. Biographies of scientists.

History of Costume. Study of design and colors in materials and garments as to suitability, to use and wearer.

Tailored garments.

HOME ECONOMICS VI.—The House. History of the dwelling. Selection of the site for home. Plans for modern house. Discussion of furnishings and care of house. Division of income and the budget. Laundry work.

Study of textiles as to adulterations. Weaving, dying and buying of fabrics.

Tailored Sewing.

History of Art.—

A study of the History of the Ancient, Medieval and Modern Art, including the study of Architecture. Picture study will also have a place.

All lines of work necessary for eight grades and high school are presented in these classes. The course includes drawing in pencil, colored crayons and charcoal; water colors in all the grades and black-board work.

The subjects presented are: Study of type solids, perspective principles, landscape from story and nature, illustrative drawing, animal and figure sketching, flowers, vegetables, fruits and still life. The line of craft work includes designing for book covers, posters, lettering, stenciling, wood-block printing, metal and leather, clay modeling and pottery.

All the work of the course is given with a view to its application to school room conditions, and methods are carefully considered. Private lessons are given in the various subjects, if further study is desired, as well as in oil and china painting.

Bible Study.

For the first time in its history, the Central Normal College has a regular course in Bible study. The Y. M. C. A. and the Y. W. C. A. have conducted classes for thirty years. For that the college could not give credit.

The present class was organized by Pres. Rigdon, to meet a demand from a small number of prospective students, and to create a demand from others. The class this summer term is in charge of Rev. Sweeney of the Christian Church. There are about 60 members. The course this term is in the Life of Christ. The credits made in this course will be kept on record in the college office, and will apply on a regular college or standard normal course.

The College is Christian, but non-sectarian. It gladly co-operates with all the Danville churches and they are equally friendly to it. It is hoped by the management that all the different preachers of the town will take their turns at teaching in this College Bible Class.

Art Courses

The Art Department is in charge of Mrs. Irene Wheeler Towell. Mrs. Towell has had several years of experience in teaching public school drawing, and is a graduate from the Art Department of the Thomas Normal Training School at Detroit, a school devoted to preparing teachers of the special branches.

The work is presented in the manner most helpful to those intending to teach this subject, and covers all lines of work necessary for the grades and high school.

The general outline of the work might be indicated somewhat as follows:

Design (Principles)—

Problems, designed to teach the principles of Rhythm, Harmony and Balance, Tone, Shape and Measure.

Design (Applied)—

Problems in the following mediums: Cardboard, Wood-block, Stencil.

Color—

Theory of Color, Practice from still life and nature forms, landscape work in the watercolor and crayons. Black and White.

Nature Forms.

Charcoal

Outdoor.

Indoor.

Perspective

Objects.

Pose.

Mechanical Drawing—

Geometrical Problems—Orthographic. Projection—Isometric
Working Drawings.

Industrial Work.—

Weaving and basketry using yarn, rags, reels and raffia
Paper cutting and folding.

Blackboard Work.—

From dictation

From memory.

From objects.

Illustrative work.

Danville and How to Reach It

Danville, the county seat of Hendricks county, is in every respect a model college town. There is not a more healthful locality anywhere. One may visit a hundred health resorts without finding water equal in its medical qualities to that of the city water from the Danville overflowing wells. In summer, Danville's beautiful streets and luxurious shade trees present a picture to be proud of. Its morality, hospitality and intelligence make it peculiarly fitted for a college town. Parents who send their sons and daughters here may know that there is no place where they could be more free from temptations and distracting influences.

Danville is on the Big Four Railroad, and the Terre Haute, Indianapolis & Eastern Electric Line, only twenty miles west of Indianapolis. The Big Four goes almost everywhere. One can go to the nearest Big Four station and buy a ticket direct to Danville. Cars on the T. H., I. & E. leave Indianapolis almost every hour of the day and evening.

THE DANVILLE PEOPLE.

The Danville people, all of them—young and old, men and women laboring men, business men and professional men—take a personal interest in the welfare of our students. They appreciate fully the great advantage it is to a town and community to have in its midst from 100 to 800 ambitious, well-behaved young men and women exclusively engaged in intellectual pursuits. In return, the citizens of Danville gladly welcome our students in their places of business, their homes and their churches. More than one struggling student has received substantial aid from Danville men and women, and many scores of them have been even more benefited by the kindly advice of our fellow townsmen.

TELEPHONE CONNECTIONS.

Long distance lines from all parts of the country run into the college office and the Presidents residence.

BUILDINGS AND GROUNDS.

Our college campus is small but beautiful. Our buildings, Recitation Hall, Chapel Hall and Science Hall, have been erected with reference to convenience. Students can get from one to another easily and without walking long distances. The Carnegie Library, owned by the town of Danville, is used constantly by the students of the college. Our genial and capable librarian, Miss Lou Robinson, is ready and willing at all times to aid our students. They in turn appreciate her courtesies and do every thing possible to lighten her labors. This building also is within easy reach.

ATHLETIC FIELD.

The town of Danville has purchased a twenty-acre tract of land just east of the college, in the creek valley, between the Rockville road and the trolley line.

The town board has undertaken extensive improvements, Driveways and walks are being constructed in accordance with a plan made by a Cincinnati landscape artist.

What concerns the college most is the laying out of a superb baseball diamond and the construction of a beautiful and commodious grandstand. There also are two shelter houses for the competing teams. Toilet and dressing rooms have been provided in the grandstand. The town water is available at four drinking places. There is no better ball park in the state.

There is ample ground for practice diamonds, football field, tennis court, croquet grounds, etc.

It is the intention to make this park as free to students as to citizens. There is plenty of room for all. It is as valuable to the college as private grounds.

Few colleges are provided with so perfect a playground, so conveniently located. One entrance is within two blocks of the building.

DEAN OF WOMEN.

To care for the special needs of our large and increasing number of young women, we have found it advisable to employ a Dean of Women.

Parents who send their daughters to the Central Normal College

may rest absolutely secure in the fact that the Dean will look after the comfort and welfare of each young woman.

CARE OF THE SICK.

Our entire experience shows that Danville is an exceptionally healthful place. The average annual death rate of Indiana is nearly 17 for each 1,000 persons. For Danville it is only 7 or 8 for each 1,000. There can not be found in the United States a health resort freer from the elements of disease. Students are seldom sick. Care is always given to those who need it, and parents are kept informed as to the condition of students' health.

GENERAL EXERCISES.

At 8:30 every morning we hold our General exercises, which all students are welcome to attend. Though the attendance at these General Exercises is altogether voluntary, it is remarkably good. The best students are seen here regularly and many of them attribute their success chiefly to the inspiration and enthusiasm caught at these exercises. These exercises include the devotional part, led by some member of the faculty or a minister of one of the various churches, music by the entire school, brief addresses, literary and scientific reports and experiments.

General exercises should be placed first on the program of every student.

Y. M. C. A.

The Y. M. C. A. is a very strong organization in the Central Normal College. The majority of our young men belong to it and attend regularly. The religious spirit of the institution is exceedingly strong. Nearly all members of the faculty do active church work and special efforts are made at all times to interest and instruct the students in moral and religious subjects.

The Y. M. C. A. holds its meetings each Sunday evening. These meetings are addressed by students, members of the faculty and ministers of the city.

Y. W. C. A.

The Y. W. C. A. has a splendid hall well furnished and supplied with a piano. The members meet every Sunday evening at 6 o'clock. A large per cent. of the young women of the college belong to this organization.

RULES AND REGULATIONS.

(Adopted by the Board of Trustees, July 6, 1903)

1. All tuition is payable in advance to the Secretary and Treasurer of the college.
2. Tuition is never refunded, but in case of sickness or an absence of two or more consecutive weeks, a due bill will be given for the lost time. This can be used at any future time.
3. Due-bills are not transferable outside of the immediate family.
4. The president of the college and the faculty will give careful attention to the moral conduct of the students.
5. Students will be dismissed for neglect of duty and improper conduct.
6. Students will be dismissed at the discretion of the President of the college.
7. In order that the college records may be complete, and proper reports made to parents, guardians and school officials, it is necessary that the college have full control of the students' time and associations, hence non-resident students will not be permitted to engage, without the consent of the president in any course of instruction, study or business enterprise outside of the school.

COLORED STUDENTS.

From the first it has been, and now is, the custom of the college not to admit colored students.

LIBRARY.

The college Library is open all day and every student is welcome. Here is a well-selected lot of books, intended not to make a show but to be a working library. Both the books and the services of the Li-

brarian are for the use of the student. Here the student soon learns to use a library—an essential part of every education.

In addition to our books we have access to the Indiana State Library, in all research work. When themes are assigned to members of a class the President of the college asks the State Librarian to send suitable books. These are forwarded promptly and the college pays the transportation charges. There is no expense to the student. In this way our students have unusual library facilities. Being nearer to Indianapolis than any other college, we can better use the state's magnificent collection of books.

Prospective students may be sure the library facilities are adequate.

THE CARNEGIE LIBRARY.

Mr. Andrew Carnegie presented a new library to Danville. This is within three blocks of the college and is free to students. The College Library is and always has been as free to citizens as to students. Now with these three great collections of books, our facilities for investigation are excellent. This library is open of evenings. The student finds there many periodicals not provided in the college Library.

POSITIONS.

It is not and never has been our custom to guarantee positions to our students. Our great difficulty is to get enough people prepared for the positions that seek them. Just now we have calls for more than ten times as many students as we can supply. If you desire a position—a profitable one—come and let us get you ready for it.

EXPENSES.

Expenses in the Central Normal College are the lowest possible consistent with high-grade instruction, the health and general welfare of the student. No school offers more for one tuition. One tuition of \$20.00 entitles the student to a full program of regular studies for one term of 12 weeks.

GENERAL TUITION.

(1) For one term or 12 weeks.....	\$20.00
(2) For two terms or 24 weeks.....	38.00
(3) For three terms or 36 weeks.....	55.00
(4) For four terms or 48 weeks.....	70.00
(5) For any single- hour study one term.....	10.00

MUSIC TUITION.

(1) One term of 24 half-hour lessons, 2 or more a week, with Prof. or Mrs. Luscomb.....	\$18.00
(2) One term of 24 half-hour lessons, 2 or more a week, with Mrs Gaston.....	\$12.00

NOTE—Lessons missed on account of illness may be made up with in the term if the teacher is notified of the absence in advance.

DIPLOMAS.

(1) Junior College.....	\$5.00
(2) Standard Normal.....	5.00
(3) Business.....	3.00
(4) Shorthand.....	3.00
(5) High School.....	3.00
(6) Music Supervisor's Course.....	3.00
(7) Voice, Violin, Piano, each.....	5.00

LABORATORY. FEES.

Physics, per term.....	\$2.00
Chemistry, per term.....	5.00
Domestic Science, per term.....	3.00
Manual Training, per term.....	3.00
Agriculture, per term.....	2.00

TYPEWRITER RENT.

(1) One hour per day, per term.....	\$2.50
(2) Two hours per day, per term.....	4.50

PIANO RENT.

(1)	One hour per day per term.....	\$2.50
(2)	Two hours per day, per term.....	4.00
(3)	Three hours per day, per term.....	5.25
(4)	Four hours per day, per term.....	7.00

LIBRARY FEE.

A library fee of \$1.00 per term entitles a student to use the college library.

NOTE—All library fees are expended for books which are immediately placed at the convenience of our students.

BOARD.

The college owns no dormitories, nor is it financially interested in any boarding house. Citizens of Danville room and board the students. As long as reasonable rates are made to students, the college officials prefer to give all their time to more important matters.

The lowest price for meals the past school year has been \$2.50 per week. This provided twenty-one meals. The prevailing price has been \$3.00 to \$3.50 per week, payable one week in advance. The above rates give board in private homes. The restaurants charged \$4.50 for a twenty-one meal ticket.

These rates are very low, considering the high cost of groceries and meats. A \$2.50 rate at this time leaves the boarding house keeper no more margin than a \$1.50 rate did twenty years ago.

We insure our patrons full value of every cent expended at the boarding houses and pledge our continued effort to keep the expense of the student at the lowest possible figure, consistent with desirable service.

ROOMS.

The room rent is 50 to 75 cents a week for each student, two in a room. The rooms are such as are found in the dwellings of a county seat. Each one is furnished with a carpet, stove, coal bucket or wood box, bed, bedding, chairs, study table, washstand, bowl, pitcher,

mirror, etc. In many cases, lamps and towels are furnished. Bring toilet articles with you, such as comb, brush, towels, etc. A lamp can be bought for a few cents, if you have none that can be brought conveniently. Many rooms are now provided with electric lights, Danville having twenty-four hour service. Gentlemen's rooms are cared for daily by the family. Lady students invariably prefer to care for their own rooms.

Some students desire rooms with furnace heat. The number of such rooms increases yearly. The price is \$1.00 to \$1.25 per week, including electric light.

Fuel is never more expensive here than in other college towns.

What Superintendents Think of Us.

Fulton, Mo., July 23, 1918

To Whom it May Concern:

As a representative of one of the largest publishing houses of the country it has been my pleasure to visit many of the colleges and Normal Schools of the Middle West. In no school have I found such a spirit as exists at the Central Normal College at Danville. The students love their school, and they at all times, put forth their best efforts to make it bigger and better.

If I were a high school graduate and anticipated attending school next year I would come to the Central Normal College, because the faculty is good, the location ideal, the moral superb, living expenses low, and the school spirit the best in the state.

Respectfully submitted,

Thomas E. Nichols,

Supt. of Fulton, Mo., Public Schools and Representative of Public School Methods.

STUDENTS 1917 - 1918

STANDARD NORMAL COURSE GRADUATES, 1918

Beatty, Rubey.....	Jackson, Ind.	Hert, Arie B.....	Lawrence, Ind.
Barker, Ethel.....	Hendricks, Ind.	Paugburn, Edith M.....	Clark, Ind.
Boswell, John.....	Ripley, Ind.	Robinson, Claude.....	Hendricks, Ind.
Gentry, Ione.....	Hendricks, Ind.	Sageser, Fred M.....	Decatur, Ind.
Gillespie, L. C.....	Jackson, Ind.		

DOMESTIC SCIENCE GRADUATES, 1918.

Pearson, Gladys.....	Parke, Ind.	Sebring, Helen.....	Henry, Ind.
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HIGH SCHOOL GRADUATES, 1918.

DeArmit, G. DeVore....	Huntington, Ind.	Phillips, Van.....	Greene, Ind.
Heitmeyer, P. L.....	Linn, Oregon.	Surber, Lucy.....	Hendricks, Ind.
Harmon, Cecil.....	Scott, Ind.	Hermann Lloyd.....	Perry, Ind.
Nussbaum, F. W.....	Delaware, Ind.		

MUSIC SUPERVISORS GRADUATES 1918

Carrigan, Anna	Shelby, Ind.	Pearson, Gladys.....	Parke, Ind.
Davidson, Mable.....	Putnam, Ind.	Weddell, Constance.....	Martin, Ind.
Mitchell, Edith L.....	Dubois, Ind.		

BOOKKEEPING GRADUATES, 1918.

Apple, Gertrude.....	Hancock, Ind.	Keedy, Earl.....	Clinton, Ind.
Badger, Clarence.....	Marion, Ind.	Meadows, Mae.....	Fleming, Ky.
Dukes, Roscoe.....	Clinton, Ind.	Moran, John.....	Hendricks, Ind.
Evans, Fern.....	Decatur, Ind.	Sourwine, Grace.....	Greene, Ind.
Gumbish, Anna Rose....	Cuyahoga, Ohio	Spall, Harry E.....	Jackson, Ind.

SHORTHAND GRADUATES. 1918,

Heitmeyer, Powis L.....	Linn, Oregon	Sebring, Helen.....	Henry, Ind.
Langolf, Louise.....	Marion, Ind.	Spall, Harry E.....	Jackson, Ind.
Meadows, Mae.....	Fleming, Ky.	Wright, Madge.....	Hendricks, Ind.

BOOKKEEPING STUDENTS, 1917-1918.

Allee, Harriet.....	Putnam, Ind.	Bundy, Iva Jean.....	Jennings, Ind.
Allen, Herschel.....	Boone, Ind.	Burcham, Mary.....	Greene, Ind.
Apple, Gertrude.....	Hancock, Ind.	Campbell, Beulah.....	Hendricks, Ind.
Asbury, Beulah.....	Fountain, Ind.	Carr, Gertrude	Jackson, Ind.
Badger, Clarence.....	Marion, Ind.	Carter, Ruth.....	Tipton, Ind.
Bartoo, Gertrude.....	Jasper, Ind.	Clark, Ressa.....	Hendricks, Ind.
Black, Clyde.....	Owen, Ind.	Cline, Frank.....	Hendricks, Ind.
Bowman, Mrs. Erma.....	Champaign, Ill.	Collman, Mrs. Gladys.....	Jackson, Ind.
Brandenburg, Porter.....	Boone, Ind.	Conn, Mary.....	Hendricks, Ind.
Brenaman, Agnus.....	Henry, Ind.	Cook, LeRoy.....	Hendricks, Ind.

Cooper, Myrle.....	Hendricks, Ind.	Mason, Herbert.....	Hendricks, Ind.
Daugherty, Ruth.....	Hendricks, Ind.	Meadows, Mae.....	Fleming, Ky.
Dayhoff, Olive.....	Greene, Ind.	Miles, Clarence.....	Hendricks, Ind.
DeArmitt, G. DeVore.....	Huntington, Ind.	Miller, Ray R.....	Shelby, Ind.
Deck, Samuel.....	Morgan, Ind.	Moran, John.....	Hendricks, Ind.
Dukes, Roscoe.....	Clinton, Ind.	McCammon, Naomi.....	Parke, Ind.
Eckerty, Ruth.....	Crawford, Ind.	McCleary, Mary.....	Carroll, Ind.
Evans, Fern.....	Benton, Ind.	Newman, Ruth.....	Hendricks, Ind.
Emig, Iva.....	Benton, Ind.	Newton, Jno. L.....	Crawford, Ind.
Gilger, Adda.....	Benton, Ind.	Peacock, Lenna M.....	Morgan, Ind.
Gumbish, Anna.....	Cuyahogo, Ohio.	Ratliff, Lelah.....	Hendricks, Ind.
Hadley, Herschel.....	Hendricks, Ind.	Sebring, Helen.....	Henry, Ind.
Hammond, Olen.....	Lawrence, Ind.	Sourwine, Grace.....	Greene, Ind.
Harris, Ray.....	Marion, Ind.	Spall, Harry E.....	Jackson, Ind.
Hermann, Lloyd.....	Perry, Ind.	Shutts, Orrion.....	Hendricks, Ind.
Hesler, Marjorie.....	Hendricks, Ind.	Smith, Ethel.....	Clinton, Ind.
Hodges, Edna M.....	Hendricks, Ind.	Stevenson, Gladys.....	Clinton, Ind.
Hogate, Donald.....	Hendricks, Ind.	Thomas, Russell.....	Putnam, Ind.
Huston, Jennie.....	Marion, Ind.	Trueblood, Alberta.....	Hamilton, Ind.
Jack, Helen.....	Parke, Ind.	VerDouw, Oscar.....	Hendricks, Ind.
Keedy, Earl.....	Clinton, Ind.	Wagoner, T. Dean.....	Early, Georgia.
Kirk, Sam.....	Hendricks, Ind.	Wene, Isabelle.....	Madison, Ind.
Langolf, Louise L.....	Marion, Ind.	Wells, Curtis.....	Greene, Ind.
Larkin, Ruby.....	Hendricks, Ind.	Wheeler, F. A.....	Perry, Ind.
Loy, Lois.....	Hendricks, Ind.	White, Isa Snow.....	Champaign, Ill.
Lynch, Bruce.....	Crawford, Ind.	Willoughby, Kenneth.....	Hendricks, Ind.
Manliet, Harley.....	Dearborn, Ind.		

SHORTHAND STUDENTS, 1917-1918.

Allen, Herschel.....	Boone, Ind.	Keedy, Earl.....	Clinton, Ind.
Allee, Harriet.....	Purnam, Ind.	Langolf, Louise.....	Marion, Ind.
Allison, Geraldine.....	Madison, Ind.	Larkin, Ruby.....	Hendricks, Ind.
Apple, Gertrude.....	Hancock, Ind.	Meadows, Mae.....	Fleming, Ky.
Asbury, Beulah.....	Fountain, Ind.	McCammon, Naomi.....	Parke, Ind.
Barker, Edith.....	Hendricks, Ind.	McCleary, Mary.....	Carroll, Ind.
Bartoo, Gertrude.....	Jasper, Ind.	McCoun, Olevia.....	Hendricks, Ind.
Blair, Mrs. Anna.....	Hendricks, Ind.	Newman, Ruth.....	Hendricks, Ind.
Black, Clyde.....	Owen, Ind.	Newton, Jno. L.....	Crawford, Ind.
Brenaman, Agnes.....	Henry, Ind.	Ratliff, Lelah.....	Hendricks, Ind.
Bundy, Iva Jean.....	Jennings, Ind.	Sebring, Helen.....	Henry, Ind.
Campbell, Beulah.....	Hendricks, Ind.	Shartle, Ruth.....	Hendricks, Ind.
Carr, Gertrude.....	Jackson, Ind.	Sheekles, Mrs. Gladys.....	Hendricks, Ind.
Carter, Ruth.....	Tipton, Ind.	Simmons, Edith.....	Fountain, Ind.
Collman, Mrs. Gladys.....	Jackson, Ind.	Smith, Ethel.....	Clinton, Ind.
Daugherty, Ruth.....	Hendricks, Ind.	Sourwine, Grace.....	Greene, Ind.
Dayhoff, Olive.....	Greene, Ind.	Spall, Harry E.....	Jackson, Ind.
Dukes, Roscoe.....	Clinton, Ind.	Spurgeon, Clarence.....	Jackson, Ind.
Eckerty, Ruth.....	Crawford, Ind.	Stevenson, Gladys.....	Clinton, Ind.
Gilger, Adda.....	Benton, Ind.	Surber, Lucy.....	Hendricks, Ind.
Gumbish, Anna Rose.....	Cuyahogo, Ohio.	Tinder, Fredia.....	Hendricks, Ind.
Harris, Ray.....	Marion, Ind.	Wells, Curtis.....	Greene, Ind.
Heitmeyer, Powis.....	Linn, Oregon.	White, Isy Snow.....	Champaign, Ill.
Hodges, Edna M.....	Hendricks, Ind.	Wilson, Mrs. Hazel.....	Greene, Ind.
Huston, Jennie C.....	Marion, Ind.	Wright, Madge.....	Hendricks, Ind.
Jack, Helen.....	Parke, Ind.		

TYPEWRITING STUDENTS

Allison, Geraldine.....	Hendricks, Ind.	Asbury, Beulah.....	Fountain, Ind.
Allen, Herschel.....	Boone, Ind.	Barker, Edith.....	Hendricks, Ind.
Allee, Harriet.....	Putnam, Ind.	Bartoo, Gertrude.....	Jasper, Ind.
Apple, Gertrude.....	Hancock, Ind.	Black, Clyde.....	Owen, Ind.

Bowman, Mrs. Erma.....	Champaign, Ill.	Lynch, Bruce.....	Crawford, Ind.
Brandenburg, Porter.....	Boone, Ind.	Mason, H. L.....	Hendricks, Ind.
Brenaman, Agnes.....	Henry, Ind.	McCoun, Oleva.....	Hendricks, Ind.
Bundy, Iva J.....	Jennings, Ind.	McCammon, Naomi.....	Parke, Ind.
Carter, Ruth H.....	Tipton, Ind.	McCleary, Mary.....	Carroll, Ind.
Carr, Gertrude.....	Jackson, Ind.	Meadows, Mae.....	Fleming, Ky.
Clark, Ressa.....	Hendricks, Ind.	Miller, Ray R.....	Shelby, Ind.
Collman, Gladys.....	Jackson, Ind.	Newman, Ruth.....	Hendricks, Ind.
Crane, Mary M.....	Hendricks, Ind.	Newton, Jno. L.....	Crawford, Ind.
Comer, Lelah.....	Hendricks, Ind.	Peacock, Lenna M.....	Morgan, Ind.
Daugherty, Ruth.....	Hendricks, Ind.	Ratliff, Lelia.....	Hendricks, Ind.
Dayhoff, Olive.....	Greene, Ind.	Roach, Sarah.....	Hendricks, Ind.
DeArmitt, G. DeVore.....	Huntington, Ind.	Shartle, Ruth.....	Hendricks, Ind.
Dukes, Roscoe.....	Clinton, Ind.	Schwartz, Jeannette.....	Hendricks, Ind.
Eckerty, Ruth.....	Crawford, Ind.	Shirley, DeVere.....	Hendricks, Ind.
Emig, Iva.....	Benton, Ind.	Shutts, O. M.....	Hendricks, Ind.
Evans, Fern.....	Decatur, Ind.	Simmons, Edith.....	Fountain, Ind.
Gilger, Adda.....	Benton, Ind.	Smith, Ethel M.....	Clinton, Ind.
Gumbish, Anna.....	Cuyahogo, Ohio.	Sourwine, Grace.....	Greene, Ind.
Hammond, Olen A.....	Lawrence, Ind.	Spall, Harry.....	Jackson, Ind.
Harris, Ray E.....	Marion, Ind.	Spurgeon, Clarence.....	Jackson, Ind.
Haynes, Mary.....	Hendricks, Ind.	Stephenson, Gladys.....	Clinton, Ind.
Hessler, Marjorie.....	Hendricks, Ind.	Surber, Lucy.....	Hendricks, Ind.
Herrmann, Lloyd.....	Perry, Ind.	Tableman, Marie.....	Spencer, Ind.
Heitmyer, P. L.....	Linn, Oregon	Tapscott, C. B.....	Clark, Ill.
Heringlake, Madge.....	Hendricks, Ind.	Thomas, Russell.....	Putnam, Ind.
Hodges, Edna M.....	Hendricks, Ind.	Tinder, Fredia.....	Hendricks, Ind.
Hurley, Claude E.....	Jackson, Ind.	Toon, Dewey.....	Martin, Ind.
Huston, Jennie C.....	Marion, Ind.	Trueblood, Alberta.....	Hamilton, Ind.
Jack, Helen.....	Parke, Ind.	VerDow, Oscar.....	Hendricks, Ind.
Keedy, Earl.....	Clinton, Ind.	Wene, Isabel.....	Madison, Ind.
Kirk, Maurice.....	Hendricks, Ind.	Wells, Curtis.....	Greene, Ind.
Kirk, Sam.....	Hendricks, Ind.	Wetzel, Mary.....	Jennings, Ind.
Larkin, Ruby.....	Hendricks, Ind.	White, Isa.....	Champaign, Ill.
Langolf, Louise.....	Marion, Ind.	Willoughby, Kenneth.....	Hendricks, Ind.
Loy, Lois E.....	Hendricks, Ind.	Wilson, Jeannette.....	Hendricks, Ind.

PIANO.

Adams, Edna.....	Hendricks, Ind.	Lindsay, Pearl.....	Warrick, Ind.
Bennett, Sarah V.....	Hamilton, Ind.	Loot, Genevieve.....	Hendricks, Ind.
Bennett, Bessie E.....	Hamilton, Ind.	Logan, Carrie.....	Putnam, Ind.
Beaver, Gladys.....	Hendricks, Ind.	Lochmuller, Lodoscia.....	Hendricks, Ind.
Barrett, Mrs. Al G.....	Hendricks, Ind.	Macy, Fern.....	Wabash, Ind.
Baliff, Beryl.....	Hamilton, Ind.	Meadows, Mae.....	Fleming, Ky.
Coombs, Veda.....	Hendricks, Ind.	McClain, Harriet.....	Hendricks, Ind.
Comer, Leora.....	Hendricks, Ind.	McCoun, Alice.....	Hendricks, Ind.
Case, Louise.....	Hendricks, Ind.	Marting, Lenore.....	Hendricks, Ind.
Cole, Hazel.....	Tipton, Ind.	Marshall, Blanche.....	Warrick, Ind.
Drake, Flossie.....	Clark, Ill.	McDonald, Gladys.....	Washington, Ind.
Ewing, Geneva.....	Clinton, Ind.	Parker, Epha.....	Hendricks, Ind.
Ewbanks, Ruth.....	Hendricks, Ind.	Pevler, Mary.....	Hendricks, Ind.
Fullerton, Winona.....	Benton, Ind.	Richardson, Ines.....	Hendricks, Ind.
Gumbish, Anna.....	Cuyahogo, Ohio	Ramsey, Dorothy.....	Hendricks, Ind.
Horn, Fay O.....	Hendricks, Ind.	Rosa, Eva L.....	Clark, Ind.
Hadley, Claire.....	Hendricks, Ind.	Rudd, Luanna.....	Hendricks, Ind.
Harp, Mary.....	Martin, Ind.	Smith, Mary.....	Marion, Ind.
Hageman, Mrs. Naomi.....	Henry, Ind.	Surber, Lucy.....	Hendricks, Ind.
Hungerford, Zella.....	Rush, Ind.	Toon, Helen.....	Martin, Ind.
Herrmann, Lloyd.....	Perry, Ind.	Walters, Katherine.....	Hendricks, Ind.
Johnson, Elizabeth.....	Tipton, Ind.	Weddell, Constance.....	Martin, Ind.

VOICE.

Capehart, Ralph.....	Pike, Ind.	Manlief, Harley.....	Dearborn, Ind.
Dorsett, W. A.....	Putnam, Ind.	Mason, Herbert L.....	Hendricks, Ind.
Gobbel, Fleta.....	Dubois, Ind.	McDonald, Carroll.....	Marion, Ind.
Gaylord, Leona.....	Benton, Ind.	McDonald, Gladys.....	Washington, Ind.
Goff, Wm.....	Hendricks, Ind.	Vogel, Myrle L.....	Hendricks, Ind.
Herrmann, Lloyd.....	Perry, Ind.		
Hurst, Theo.....	Rush, Ind.		

PUBLIC MUSIC SUPERVISORS.

Carrigan, Anna.....	Shelby, Ind.	Mitchell, Edith L.....	Dubois, Ind.
Davidson, Mabel.....	Putnam, Ind.	Pearson, Gladys.....	Parke, Ind.
Gobbel, Fleta.....	Dubois, Ind.	Weddel, Constance.....	Martin, Ind.
McClung, Minnie.....	Hendricks, Ind.		

VIOLIN.

Case, Alberta.....	Hendricks, Ind.	Oneal, Mildred C.....	Rush, Ind.
Dyer, Everett.....	Greene, Ind.	Scull, Faye.....	Rush, Ind.
Ewing, Geneva.....	Clinton, Ind.	Sutton, Lee.....	Ripley, Ind.
Little, Roger.....	Hendricks, Ind.		

CORNET.

Miller, Ray R.....	Shelby, Ind.	Shoop, Henry.....	Warrick, Ind.
Pruitt, Coy.....	Dubois, Ind.		

CLARINET.

Glidewell, Ivan S.....	Hendricks, Ind.	Ross, J. Russell.....	Crawford, Ind.
Marting, Nell.....	Hendricks, Ind.	White, Isa.....	Champaign, Ill.

GUITAR.

Payne, Dollyne.....	Washington, Ind.
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TUBA.

Bowman, Mrs. Erma.....	Champaign, Ill.
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ALTO

Moore, Jerry.....	Greene, Ind.
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FLUTE.

Vogel, Glen.....	Hendricks, Ind.
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GENERAL LIST 1917-1918

Abbott, Vesta.....	Spencer, Ind.	Bird, Carmen.....	Crawford, Ind.
Acra, Alma.....	Shelby, Ind.	Bilbee, Trula.....	Marion, Ind.
Adkins, Clyde E.....	Ripley, Ind.	Blackman, Edna.....	Clark, Ind.
Adams, Edna.....	Hendricks, Ind.	Blackman, Gladys.....	Clark, Ind.
Akers, Armond R.....	Boone, Ind.	Black, Clyde.....	Owen, Ind.
Allen, Edna.....	Putnam, Ind.	Blue, Nial.....	Hancock, Ind.
Allen, Irene I.....	Tippecanoe, Ind.	Bowers, Herman.....	Washington, Ind.
Allen, Vada.....	Carroll, Ind.	Bostick, Opal.....	Hendricks, Ind.
Allen, Margaret.....	Marton, Ind.	Boswell, John.....	Ripley, Ind.
Allen, Herschel.....	Boone, Ind.	Boswell, Verna.....	Ripley, Ind.
Allee, Harriet.....	Putnam, Ind.	Boswell, Florence.....	Ripley, Ind.
Allee, Jewell D.....	Putnam, Ind.	Borden, Bessie R.....	Marion, Ind.
Allison, Geraldine.....	Madison, Ind.	Bogard, Mary.....	Lawrence, Ind.
Anderson, Blanche.....	Spencer, Ind.	Boughton, Herman.....	Marion, Ind.
Applegate, Jeanette.....	Hamilton, Ind.	Boyd, Stella.....	Lawrence, Ind.
Apple, Gertrude.....	Hancock, Ind.	Bowden, Scade C.....	Lawrence, Ind.
Arnold, Edna R.....	Putnam, Ind.	Bowman, Mrs. Erma L.....	Champaign, Ill.
Arnold, Alice R.....	Decatur, Ind.	Brown, Veva.....	Spencer, Ind.
Arnold, Edward G.....	Dubois, Ind.	Brown, Bessie.....	Hendricks, Ind.
Armstrong, Martha.....	White, Ind.	Brown, Lettie.....	Decatur, Ind.
Armstrong, Winifred.....	Decatur, Ind.	Brown, Ella.....	Decatur, Ind.
Asbury, Beulah.....	Fountain, Ind.	Branson, Biddie.....	Parke, Ind.
Ayers, Raoul.....	Hendricks, Ind.	Breckwinkle, Victor.....	Warrick, Ind.
Ayers, Floyd L.....	Hendricks, Ind.	Bridgewater, Goldie.....	Benton, Ind.
Ayers, Hermoline.....	Hendricks, Ind.	Bright, Ira J.....	Davies, Ind.
Baldwin, Dorothy.....	Putnam Ind.,	Brady, Beulah.....	Hendricks, Ind.
Bales, Harold.....	Morgan, Ind.	Bramblett, Ransom.....	Parke, Ind.
Bales, Callie.....	Davies, Ind.	Brandenburg, Porter.....	Boone, Ind.
Barr, Ruth C.....	Warrick, Ind.	Brock, Hubert.....	Hendricks, Ind.
Barr, Jollie.....	Tipton, Ind.	Breeden, Archie.....	Harrison, Ind.
Batzner, Naomi.....	Tipton, Ind.	Brenneman, Mary.....	Henry, Ind.
Baker, Mabel.....	Jennings, Ind.	Brenneman, Agnes.....	Henry, Ind.
Baker, Pearl.....	Clark, Ind.	Burcham, Mary.....	Greene, Ind.
Baker, Fern.....	Clark, Ind.	Burnett, Mary.....	Morgan, Ind.
Barstow, Eleanor.....	Montgomery, Ind.	Burke, Emmet.....	Perry, Ind.
Barker, Ethel.....	Hendricks, Ind.	Burnside, Ivah.....	Parke, Ind.
Barker, Edith.....	Hendricks, Ind.	Busse, Laura.....	Warrick, Ind.
Barker, Ruth.....	Hendricks, Ind.	Bundy, Iva Jean.....	Jennings, Ind.
Bailey, Lester E.....	Hamilton, Ind.	Case, M. Louise.....	Hendricks, Ind.
Bailey Virgil I.....	Boone, Ind.	Case, M. Alberta.....	Hendricks, Ind.
Bailey, Martha.....	Hendricks, Ind.	Cassidy, Velma.....	Greene, Ind.
Baliff, Beryle.....	Hamilton, Ind.	Cain, Thomas E.....	Scott, Ind.
Bagshaw, James.....	Washington, Ind.	Campbell, Katherine.....	Shelby, Ind.
Batman, Mae E.....	Crawford, Ind.	Campbell, Beulah.....	Hendricks, Ind.
Bartoo, Gertrude.....	Jasper, Ind.	Campbell, Glen.....	Fountain, Ind.
Banister, Marion.....	Decatur, Ind.	Carter, Rush.....	Crawford, Ind.
Badger, Clarence.....	Marion, Ind.	Carter, Ruth H.....	Tipton, Ind.
Beaver, Gladys.....	Hendricks, Ind.	Carr, Gertrude.....	Jackson, Ind.
Berkette, Faith.....	Warren, Ind.	Carr, Lawrence.....	Hamilton, Ind.
Bennett, Bessie E.....	Hamilton, Ind.	Capehart, Ralph.....	Pike, Ind.
Bennett, Sarah V.....	Hamilton, Ind.	Cain, Della.....	Jennings, Ind.
Beck, W. E.....	Washington, Ind.	Carrigan, Anna.....	Shelby, Ind.
Bell, Lessie.....	Hancock, Ind.	Camplin, Nina L.....	Boone, Ind.
Beatty, Ruby.....	Jackson, Ind.	Chapple, Eunice.....	Davies, Ind.
Beatty, Opal.....	Jackson, Ind.	Chesser, Bernard C.....	Shelby, Ind.
Beatty, Emma.....	Jackson, Ind.	Cherry, Maurice.....	Shelby, Ind.

Cline, Frank B.....	Hendrick, Ind.	Ellis, Mabel.....	Dubois, Ind.
Clore, Florence E.....	Ohio, Ind.	Elgin, Lydia E.....	Washington, Ind.
Clark, Albert W.....	Hamilton, Ind.	Elliott, Eva.....	Morgan, Ind.
Clark, Ressie.....	Hendricks, Ind.	Emig, Iva.....	Benton, Ind.
Cline, Elizabeth.....	Hamilton, Ind.	Engle, Marie.....	Randolph, Ind.
Cook, Gertrude.....	Seneca, Ohio.	Everett, Marjorie.....	Hendricks, Ind.
Comer, Lecra.....	Hendricks, Ind.	Evans, Fern L.....	Decatur, Ind.
Comer, Lelah.....	Hendricks, Ind.	Ewbank, Ruth.....	Hendricks, Ind.
Collman, Gladys.....	Jackson, Ind.	Ewing, Geneva.....	Clinton, Ind.
Cole, Hazel.....	Tipton, Ind.	Fager, Inez.....	Randolph, Ind.
Cook, Leroy.....	Hendricks, Ind.	Farrier, Inez.....	Martin, Ind.
Cook, Haskell.....	Morgan, Ind.	Ferguson, Blanche.....	Clinton, Ind.
Collins, Esther.....	Clinton, Ind.	Ferguson, Eloise.....	Boone, Ind.
Collins, Lorraine.....	Jackson, Ind.	Fewell, Cecil.....	Marion, Ind.
Coryell, Irene M.....	Jackson, Ind.	Fisher, Joy.....	Morgan, Ind.
Cochran, Frances.....	Shelby, Ind.	Fish, Opher.....	Martin, Ind.
Coombs, Veda.....	Hendricks, Ind.	Fletcher, Mary G.....	Morgan, Ind.
Coombs, H. A.....	Clinton, Ind.	Fleener, Ray.....	Brown, Ind.
Cochran, Jewell.....	Scott, Ind.	Fleetwood, Roy.....	Monroe, Ind.
Coons, Frances.....	Morgan, Ind.	Fortner, Henry.....	Lawrence, Ind.
Coons, Hollis.....	Morgan, Ind.	Foster, Mary.....	Hendricks, Ind.
Conner, Bernice.....	Randolph, Ind.	Fox, Virginia.....	Hamilton, Ind.
Conner, Golda.....	Randolph, Ind.	Ford, C. C.....	Daviess, Ind.
Cooper, Myrle.....	Hendricks, Ind.	Fouts, Clifford.....	Carroll, Ind.
Core, Marguerite.....	Hendricks, Ind.	Franklin, Freal.....	Owen, Ind.
Cox, Garnet.....	Putnam, Ind.	French, Catherine.....	Ripley, Ind.
Conn, Mary.....	Hendricks, Ind.	Frank, Hobart.....	Harrison, Ind.
Cotner, Jessie.....	Benton, Ind.	Frazer, Walter.....	Brown, Ind.
Copeland, Pansy.....	Shelby, Ind.	Frazee, Elva.....	Hendricks, Ind.
Crane, Mary.....	Hendricks, Ind.	Fuller, Wade.....	Greene, Ind.
Craigie, Delta.....	Scott, Ind.	Fulleton, Winona.....	Benton, Ind.
Crooks, Hilda.....	Spencer, Ind.	Fulling, Leah.....	Warrick, Ind.
Cunningham, Gladys.....	Jackson, Ind.	Fuson, A. A.....	Richland, Ill.
Cunningham, Clyde.....	Parke, Ind.	Garland, F. Murray.....	Delaware, Ind.
Cummins, Nancy.....	Dubois, Ind.	Garriott, Hildreth.....	Hendricks, Ind.
Dawson, Paul.....	Tipton, Ind.	Gasaway, Pearl.....	Jackson, Ind.
Dayhoff, Olive.....	Greene, Ind.	Garis, Ruby.....	Jackson, Ind.
Daugherty, Ruth.....	Hendricks, Ind.	Garard, Laree.....	Rush, Ind.
Davidson, Mabel.....	Hendricks, Ind.	Garrison, Irene.....	Warrick, Ind.
Davis, Muriel.....	Marion, Ind.	Gaddis, Oleta.....	Randolph, Ind.
Davis, Planche C.....	Washington, Ind.	Gaylord, Leona A.....	Benton, Ind.
Davis, Hilda.....	Jackson, Ind.	Gephart, Elizabeth E.....	Benton, Ind.
DeArmitt, G. DeVore.....	Huntington, Ind.	Geiger, Clara B.....	Clinton, Ind.
Dean, Faye.....	Crawford, Ind.	Gerichs, Geo. W.....	Perry, Ind.
Dean, Grace.....	Putnam, Ind.	Gentry, Ione.....	Hendricks, Ind.
Deppert, Geo.....	Jennings, Ind.	Gibson, Olive F.....	Owen, Ind.
Deck, Samuel.....	Morgan, Ind.	Gilger Adda.....	Benton, Ind.
Deck, Edith.....	Morgan, Ind.	Giles, Bertha.....	Tipton, Ind.
Dorsett, Willis A.....	Putnam, Ind.	Gillespie, L. C.....	Jackson, Ind.
Dooley, Geraldine.....	Noble, Ind.	Glasson, Irene.....	Parke, Ind.
Drake, Flossie.....	Clark, Ill.	Glasgow, Leonard.....	Harrison, Ind.
Dunn, Clarice G.....	Hamilton, Ind.	Glidewell, Ivan S.....	Hendricks, Ind.
Duncan, Fred.....	Marion, Ind.	Goodwin, Esten.....	Fountain, Ind.
Dunkin, Hobart.....	Putnam, Ind.	Goodwin, Floetta.....	Putnam, Ind.
Dunham, Vera.....	Hancock, Ind.	Gobbel, Fleta.....	Dubois, Ind.
Dukes, Roscoe.....	Clinton, Ind.	Grooms, Bernice H.....	Hendricks, Ind.
Dyer, Ruby.....	Greene, Ind.	Gray, E. B.....	Washington, Ind.
Dyer, Lucile.....	Greene, Ind.	Gray, Pearl.....	Washington, Ind.
Dyer, Everett.....	Greene, Ind.	Gray, Edward.....	Washington, Ind.
Easley, Roger.....	Hendricks, Ind.	Grenard, Nettie.....	Hendricks, Ind.
Eckerty, Ruth.....	Crawford, Ind.	Green, Darrell.....	Clark, Ill.
Eckert, Blanche.....	Dubois, Ind.	Gregory, Ollie.....	Boone, Ind.

Gulley, Marie.....	Shelby, Ind.	Horton, Floyd.....	Hamilton, Ind.
Gumbish, Anna.....	Cuyahoga, Ohio.	Houk, Una.....	Clinton, Ind.
Hadley, Claire.....	Hendricks, Ind.	House, Norma.....	Morgan, Ind.
Hadley Herschel.....	Hendricks, Ind.	Hoffner, Gertrude.....	Ohio, Ind.
Hadley, Helen.....	Hendricks, Ind.	Holmes, Clarence.....	Orange, Ind.
Hadley, Ruth.....	Hendricks, Ind.	Hoel, Blanche.....	Greene, Ind.
Hauger, Bessie.....	Washington, Ind.	Hogate, Donald.....	Hendricks, Ind.
Hazlett, Marguerite.....	Putnam, Ind.	Huston, Jennie C.....	Marion, Ind.
Harbaugh, Aileen.....	Jackson, Ind.	Hunter, Dolly.....	Greene, Ind.
Hartman, Ruey V.....	Parke, Ind.	Hudson, Gale.....	Greene, Ind.
Hartman, Herman.....	Parke, Ind.	Hurley, Claude E.....	Jackson, Ind.
Hankins, Hazel.....	Ripley, Ind.	Hurley, Bessie.....	Jackson, Ind.
Hammond, Olen A.....	Lawrence, Ind.	Hurley, Essie.....	Jackson, Ind.
Harvey, Edna.....	Boone, Ind.	Hurst, Theo.....	Rush, Ind.
Haskett, Blanche.....	Tipton, Ind.	Hungerford, Zella.....	Rush, Ind.
Harbison, Mrs. Eva.....	Putnam, Ind.	Ison, Clara.....	Hendricks, Ind.
Hanser, Esther.....	Spencer, Ind.	Imler, Mary.....	Carroll, Ind.
Hand, Edna.....	Putnam, Ind.	Jackson, Lafayette.....	Washington, Ind.
Harp, Mary.....	Martin, Ind.	Jack, Helen.....	Parke, Ind.
Hamm, Roy H.....	Parke, Ind.	James, Mildred.....	Jennings, Ind.
Hagerman, Naomi.....	Henry, Ind.	Jenkins, Bessie.....	Crawford, Ind.
Hagerman, N. H.....	Henry, Ind.	Jenkins, Rhea.....	Morgan, Ind.
Haman, Mildred E.....	Madison, Ind.	Johnson, Rosanna.....	Warren, Ind.
Hagee, Mary.....	Hendricks, Ind.	Johnson, Elizabeth.....	Tipton, Ind.
Hannum, Ruth M.....	Greene, Ind.	Jones, Wilbur A.....	Rush, Ind.
Hall, Gladys.....	Martin, Ind.	Jones, Paul L.....	Pike, Ind.
Hall, Fern.....	Greene, Ind.	Jones, Fern.....	Hendricks, Ind.
Hasenmyer, Myrl R.....	Spencer, Ind.	Kaiser, Jeanette.....	Perry, Ind.
Haynes, Mary.....	Hendricks, Ind.	Kaiser, Addie.....	Perry, Ind.
Hart, Leona.....	Marion, Ind.	Kasermann, Frank.....	Brown, Ind.
Harris, Ray E.....	Marion, Ind.	Keppel, Cecil.....	Shelby, Ind.
Harmon, Orletta.....	Boone, Ind.	Keppel, Gordon.....	Saelby, Ind.
Harmon, Cecil C.....	Scott, Ind.	Keppel, Harold.....	Shelby, Ind.
Hawley, Edna K.....	Hendricks, Ind.	Keller, Mabel A.....	Benton, Ind.
Harwood, Zelma.....	Hendricks, Ind.	Kellams, Anna.....	Dubois, Ind.
Heringlake, Mudge.....	Hendricks, Ind.	Kellam, Walter G.....	Hamilton, Ind.
Heinlein, Naoma.....	Ripley, Ind.	Keedy, Earl.....	Clinton, Ind.
Herdick, Murrell.....	Washington, Ind.	Kennett, Lorella.....	Union, Ind.
Hert, Arie B.....	Lawrence, Ind.	King, Stella.....	Decatur, Ind.
Hert, Cora A.....	Lawrence, Ind.	Kifer, Wilburn.....	Warriek, Ind.
Henderson, Winifred.....	Brown, Ind.	Kirkhoff, Mabel.....	Marion, Ind.
Henderson, Ray.....	Brown, Ind.	Killion, Elizabeth.....	Parke, Ind.
Heitmeyer, Powis L.....	Linn, Oregon.	Kite, Violet.....	Parke, Ind.
Henry, Fern.....	Crawford, Ind.	Kintner, Earl.....	Harrison, Ind.
Hendricks, Jesse C.....	Jennings, Ind.	Kirk, Lena.....	Knox, Ind.
Herring, Zola.....	Greene, Ind.	Kirk, Alice.....	Morgan, Ind.
Heavin, Albert.....	Putnam, Ind.	Kirk Maurice.....	Hendricks, Ind.
Hessler, Marjorie.....	Hendricks, Ind.	Kirk, Sam.....	Hendricks, Ind.
Herrmann, Floyd W.....	Perry, Ind.	King, Leonard.....	Lawrence, Ind.
Hilker, Raymond C.....	Dearborn, Ind.	Knauer, Winnie L.....	Putnam, Ind.
Hilker, Sarah.....	Dearborn, Ind.	Knettle, Pauline.....	Carroll, Ind.
Hinchman, Inez.....	Jennings, Ind.	Kopp, Elsie.....	Spencer, Ind.
Hinds, Carena.....	Franklin, Ind.	Koch, Bertha.....	Warriek, Ind.
Hill, Joseph P.....	Ripley, Ind.	Kron, Daniel H.....	Harrison, Ind.
Hicks, Calvin R.....	Montgomery, Ind.	Kruse, Rudolph.....	Warriek, Ind.
Hittle, Julia.....	Boone, Ind.	Kurtz, Lawrence.....	Hendricks, Ind.
Hildebrand, Sarah.....	Harrison, Ind.	Kyne, Ruth Dea.....	Hamilton, Ind.
Houser, Ramona.....	Madison, Ind.	Laughlin, Lula.....	Hamilton, Ind.
Hodges, Ruth J.....	Hendricks, Ind.	Larimore, Hazel.....	Hendricks, Ind.
Hodges, Edna.....	Hendricks, Ind.	Larkin, Ruby.....	Hendricks, Ind.
Hoop, Wuanita.....	Shelby, Ind.	Langolf, Louise.....	Marion, Ind.
Howell, Vivian.....	Scott, Ind.	Leonard, Florence A.....	Marion, Ind.

Leonard, Georgia.....	Hancock, Ind.	McCammon, Naomi.....	Parke, Ind.
Lett, Hazel.....	Daviess, Ind.	McClellen, Blanche.....	Hendricks, Ind.
Leitzman, Sewell H.....	Hendricks, Ind.	McCoy, Horace.....	Spencer, Ind.
Litz, Roxie.....	Monroe, Ind.	McCleary, Mary.....	Carroll, Ind.
Lind, Mabelle.....	Sullivan, Ind.	McCalment, Helen.....	Hendricks, Ind.
Little, Mabel.....	Hendricks, Ind.	McCarty, Frances.....	Clinton, Ind.
Little, Roger.....	Hendricks, Ind.	McDonald, Gladys.....	Washington, Ind.
Linville, Lucille.....	Shelby, Ind.	McDonald, Emma.....	Orange, Ind.
Linville, Jesse.....	Putnam, Ind.	McDaniel, Flossie.....	Morgan, Ind.
Lindsey, Pearl.....	Warrick, Ind.	McFatrige, Chauncy.....	Carroll, Ind.
Liebert, Stanley.....	Harrison, Ind.	McIlvain, Lela.....	Johnson, Ind.
Limp, Dora.....	Dubois, Ind.	McIntire, Mae.....	Hancock, Ind.
Lott, Genevieve.....	Hendricks, Ind.	McMillan, Orpha.....	Jackson, Ind.
Loy, Lois E.....	Hendricks, Ind.	McNiece, Jennie.....	Jackson, Ind.
Loy, Thelma.....	Parke, Ind.	Mendell, Goldie D.....	Dearborn, Ind.
Loy, Mona.....	Parke, Ind.	Mendell, Leona.....	Dearborn, Ind.
Loughmiller, Orval.....	Washington, Ind.	Meyer, Leonella.....	Decatur, Ind.
Lockman, Grethel.....	Jackson, Ind.	Meadows, Mae.....	Fleming, Ky.
Locker, L. W.....	Spencer, Ind.	Merrill, Daniel R.....	Rush, Ind.
Lochmuller, Gilbert.....	Warrick, Ind.	Miller, Ina.....	Hamilton, Ind.
Lochmuller, Estella.....	Warrick, Ind.	Miller, Walter.....	Tipton, Ind.
Lochmuller, Lodoscia.....	Hendricks, Ind.	Miller, Burke.....	Hendricks, Ind.
Lotich, Mattie E.....	Harrison, Ind.	Miller, F. A.....	Harrison, Ind.
Logston, Edna.....	Hendricks, Ind.	Miller, Ray R.....	Shelby, Ind.
Logan, Anna.....	Putnam, Ind.	Miller, Lelia.....	Shelby, Ind.
Logan, Carrie.....	Putnam, Ind.	Miller, Earl.....	Shelby, Ind.
Lord, Lucie.....	Randolph, Ind.	Mitchell, Edith Lyle.....	Dubois, Ind.
Luzader, Lloyd.....	Montgomery, Ind.	Miles, Clarence.....	Hendricks, Ind.
Luscomb, Elizabeth.....	Hendricks, Ind.	Milnes, Minnie.....	Brown, Ind.
Lynch, Bruce.....	Crawford, Ind.	Mongomery, Gladys.....	Hendricks, Ind.
Masten, May.....	Hendricks, Ind.	Montgomery, Robert H.....	Shelby, Ind.
Marting, Mabel.....	Hendricks, Ind.	Montgomery, Lucile.....	Orange, Ind.
Marting, Nell.....	Hendricks, Ind.	Moore, Frank D.....	Shelby, Ind.
Marting, Wilma.....	Perry, Ind.	Moore, Jerry.....	Greene, Ind.
Mann, Catherine.....	Ripley, Ind.	Moore, Dewey.....	Tipton, Ind.
Mathews, Agnes.....	Ripley, Ind.	Morin, James.....	Jennings, Ind.
Marsh, Regena.....	Boone, Ind.	Moser, M. C.....	Morgan, Ind.
Marshall, Blanche.....	Warrick, Ind.	Morris, Marie.....	Henry, Ind.
Marshall, John.....	Warrick, Ind.	Mosier, Ruth.....	Hendricks, Ind.
Marshall, Robert.....	Warrick, Ind.	Moran, John.....	Hendricks, Ind.
Marshall, J. R.....	Martin, Ind.	Myers, Luella.....	Decatur, Ind.
Mason, Lola E.....	Hendricks, Ind.	Myers, Luella M.....	Warren, Ind.
Mason, Herbert W.....	Hendricks, Ind.	Nelson, Dewey.....	Benton, Ind.
Martin, Lela.....	Morgan, Ind.	Neal, Frank.....	Lawrence, Ind.
Mannon, Norah M.....	Morgan, Ind.	Newton, Lillie F.....	Crawford, Ind.
Manuel, Dewey.....	Decatur, Ind.	Newton, John L.....	Crawford, Ind.
Manliet, Harley I.....	Dearborn, Ind.	Newman, Ruth.....	Hendricks, Ind.
Marvel, Chas. H.....	Marion, Ind.	Niemeier, Ada.....	Ohio, Ind.
Major, Miriam R.....	Shelby, Ind.	Nichols, Olive.....	Randolph, Ind.
Mathis, Harry.....	Brown, Ind.	Nichols, Lucile.....	Hendricks, Ind.
Manville, Ethel.....	Hennepin, Minn.	Nolte, Carroll.....	Boone, Ind.
Macy, Fern.....	Wabash, Ind.	Norris, Marie L.....	Shelby, Ind.
McApel, Homer.....	Clark, Ind.	Nutter, Doane.....	Morgan, Ind.
McBrayer C. N.....	Hendricks, Ind.	Nugent, Esther.....	Greene, Ind.
McBride, Virgie.....	Harrison, Ind.	Nussbaum, T. W.....	Delaware, Ind.
McCoy, Cleo.....	Putnam, Ind.	O'Brien, Frances.....	Marion, Ind.
McClain, Mabel.....	Hendricks, Ind.	O'Neal, Mildred C.....	Rush, Ind.
McClain, Harriet.....	Hendricks, Ind.	Osborn, Martha.....	Hendricks, Ind.
McCoun, Olevia.....	Hendricks, Ind.	Owens, Gaynell.....	Jackson, Ind.
McCoun, Alice.....	Hendricks, Ind.	Owens, Hazel.....	Boone, Ind.
McClung, Minnie.....	Hendricks, Ind.	Owen, Ethel.....	Rush, Ind.
McCullough, Roland.....	Decatur, Ind.	Owen, Opal.....	Jennings, Ind.

Owen, Ruth.....	Rush, Ind.	Robinson, Minnie.....	Clark, Ind.
Pangburn, Edith.....	Clark, Ind.	Rogers, Helen.....	Hendricks, Ind.
Parr, Clara.....	Shelby, Ind.	Rogers, Ruth.....	Jennings, Ind.
Payne, Dollyne.....	Washington, Ind.	Roettger, Matilda.....	Warrick, Ind.
Patterson, Nellie.....	Hendricks, Ind.	Routh Anna.....	Montgomery, Ind.
Patterson, Hazel.....	Fountain, Ind.	Roller, Lola M.....	White, Ind.
Parrett, Gula.....	Montgomery, Ind.	Root, Arville.....	Lawrence, Ind.
Pattison, Ruth.....	Hendricks, Ind.	Robards, Mary E.....	Hendricks, Ind.
Parker, Epha.....	Hendricks, Ind.	Ross, Eva L.....	Clark, Ind.
Pevler, Mary.....	Hendricks, Ind.	Ross, Pauline.....	Clark, Ind.
Perrin, Anna.....	Orange, Ind.	Ross, Hester.....	Hamilton, Ind.
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Peek, Carl A.....	Shelby, Ind.	Sarig, Harold A.....	Hamilton, Ind.
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Pickett, Ella H.....	Putnam, Ind.	Scully, Fern.....	Rush, Ind.
Pindell, Burrel.....	Harrison, Ind.	Scully, Faye.....	Rush, Ind.
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Plummer, Edith.....	Clinton, Ind.	Schenck, Winifred.....	Marion, Ind.
Ploughe, Okie P.....	Tipton, Ind.	Schwartz, Jeannette.....	Hendricks, Ind.
Ponsler, Alma.....	Hamilton, Ind.	Scott, Ova.....	Hendricks, Ind.
Posey, Elmer.....	Warrick, Ind.	Seward, Salome.....	Madison, Ind.
Posey, Chas. J.....	Warrick, Ind.	Sebring, Helen D.....	Henry, Ind.
Poe, Victor.....	Dubois, Ind.	Sharp, Henry M.....	Warrick, Ind.
Poe, Edgar Allen.....	Dubois, Ind.	Shehane, Aldine.....	Ohio, Ind.
Poe, Lillian.....	Dubois, Ind.	Shinn, Mary E.....	Putnam, Ind.
Pollard, Opal.....	Marion, Ind.	Shrode, Helen.....	Spencer, Ind.
Porter, Carl.....	Martin, Ind.	Shartle, Ruth A.....	Hendricks, Ind.
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Poer, Mary L.....	Hendricks, Ind.	Shrader, Alma.....	Clark, Ind.
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Robinson, Herbert.....	Warrick, Ind.	Spencer, Zula.....	Decatur, Ind.

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